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Getting the Message

A READING COURSE FOR SCHOOLS



Dermot Murphy & Janelle Cooper

TEACHER'S BOOK

CAMBRIDGE
UNIVERSITY PRESS

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Introduction

This book will help you to understand what *Getting the Message* offers you and your students. In the introduction we describe the course, and then explain the ideas behind the texts and tasks you will find in the Student's Books. It will be easier for you to use the course if you read the introduction carefully. In the following sections we give you ideas on how to use each unit in the three books that make up the course, indicate appropriate answers, and suggest additional or different activities.

The course is intended for learners from the age of eleven or twelve upwards who have started English and need extra practice in the language to help them become fluent readers of English as they progress from an elementary to an intermediate level of proficiency in the language.

This course and your students

WHAT IS THIS READING COURSE LIKE?

We started work on *Getting the Message* after meeting many teachers who said that they wished that they had a textbook to use to teach their students to read. This course is made up of a series of three textbooks designed to stimulate and extend students' interest and skills in reading. It is intended for 11–16 year old students attending secondary schools or language schools. The course can be used on its own in an intensive language course which focuses on reading, or it can be used to supplement a coursebook.

Each unit takes a topic as its theme. The topics were chosen after consulting students about topics that interested them, though we have left out those that seemed likely to date quickly. We looked at reading material for teenagers to guide selection of the different kinds of text, **text-types**, and have endeavoured to reproduce something of the variety which we found.

The reading texts in the units are integrated with a series of tasks. An introduction to the topic aims to get students thinking about relevant things which they already know; this will also give you the opportunity to review some of the relevant language. The students then look at the text to see what type it is; they consider how knowing this helps them to predict things about its organisation. Next they are given a purpose for reading the text which also aims to guide their initial comprehension; following this, in a second reading, they work on other aspects of comprehension, as well as on aspects of grammar and vocabulary which will help their understanding. To complete work on the topic, the students carry out a task which requires them to use their own ideas as well as information and language from the reading. The final section gets students to reflect on the reading skills they have used, in order to raise their awareness of what effective readers do. This design is based on experience in the classroom, and on recent research findings.

WHY USE THIS READING COURSE?

Reading is an important skill for your students to acquire, and will give them ready access to using and enjoying English. Learning how to read effectively and confidently requires specific material, and general textbooks do not usually offer the variety and kinds of text included here, or the attention to developing practical reading skills included in *Getting the Message*.

WHY IS READING IMPORTANT FOR STUDENTS?

Firstly reading is a means of learning the language. Although other media are becoming widely available (video, films etc.), in most circumstances reading is the simplest, cheapest way to get

access to a foreign language. Secondly, it is a way of motivating students to learn the language, when they find it gives them access to areas of interest. Then, reading is an effective way of extending vocabulary. Also, in the future, your students may find being able to read English is useful to them in several different ways. It will give them access to all sorts of information and literature from around the world; they may need this for their future jobs, for their studies, or simply as a way to keep up their proficiency in English. At all stages of their learning, reading will allow them to follow up their interests, and print still offers a greater range of material than any other medium.

As you read the next two sections, *The nature of reading* and *Teaching reading in a foreign language*, you may like to note down or mark:

- 1 ideas about reading which you are familiar with;
- 2 ideas which are unfamiliar;
- 3 techniques for teaching reading which you use;
- 4 techniques for teaching reading which you do not use.

When you have finished reading the introduction, you can then review what you have found. Think about how you have been teaching reading. Decide which things you should maintain and which things you should add to your approach to teaching reading. If you want to make several changes, plan to introduce them a few at a time.

The nature of reading

WHAT DO WE READ?

We read a variety of things, so the course tries to reflect this variety through the choice of texts included in the units. Some of the texts are long: short stories (Book 3 Unit 5), and magazine articles (Book 1 Unit 3); some texts are short: slogans (Book 3 Unit 8), letters (Book 2 Unit 6). Some are mainly verbal (Book 2 Unit 2), and some have pictures (Book 2 Unit 1), or have graphs and diagrams (Book 3 Unit 8) in them as part of the message they contain.

WHY DO WE READ TEXTS?

Reasons for reading are varied. We may be curious, we may be looking for information, for instructions on how to do something, for knowledge about a topic that interests us, to learn or practise a foreign language, or we may be reading for pleasure. We are generally adding to our stock of knowledge about the world, even if it is only a joke from the newspaper. However, this purpose for reading, and the knowledge we already have about the topic (which may have led us to choose what we read) together will influence how we read.

HOW DO WE READ A TEXT?

The process of reading is complex, and in fact more than one process is happening at a time. In the early stages of learning we are probably most conscious of having to recognise the letters on the page, and the sounds which they represent; then we have to recognise the words which the letters form, and the phrases built up from the words. This aspect of reading has to do with vocabulary and grammar, and emphasises that we need to know as much of the language as possible. It is often referred to as a “bottom-up process”, because it starts from the smallest and develops to the largest element. Reading is easiest once this process has become automatic; also, if we read too slowly, we are aware of understanding the words but not getting the message.

This seems to occur because we are not able to carry out the other, “top-down process”, of interpreting the text.

HOW DO WE INTERPRET AND UNDERSTAND TEXTS?

The top-down process of comprehension works from what we know about the topic, what we expect to find in the type of text, and the predictions we can make based on this knowledge. We add to and change these ideas and expectations with our new reading, and adjust them as we go along. If we rely too much on top-down processing we may think we are getting the message, but are in fact misinterpreting what is on the page. Good bottom-up processing balances and checks the top-down predictions.

So, fluent comprehension comes from being able to read at a good speed, and from being able to process the words and grammar automatically. Here, the size of our vocabulary is a factor, and the larger it is the better, although it may be for recognition and not active use. Perceiving the structure of the text is important, as are our predictions about its content. Comprehension also comes from being able to evaluate the text, from having a purpose for reading and from being able to adjust our reading style. Being able to read and to judge what we read gives us power; it means that we control our response to the text. Finally, reading is not an activity in itself because our reading feeds into the rest of our lives, comes into what we say, and influences what and how we write.

All of these ideas point to reading being a communicative activity. They also make immediately apparent some of the problems which beginning readers in a foreign language are likely to have: the lack of automatic language recognition, the lack of a big vocabulary. However, we can select reading texts and tasks to reduce the problem and teach ways to make reading productive and interesting from early on.

WHAT IS READING STYLE?

Our **reading style** depends on what we want to know, what our purpose for reading is. The text-type may also influence how we read. If we are looking in a dictionary or a phone directory, we usually only look for a specific item of information: the meaning of a particular word, or someone’s phone number. We **scan** the text to find it. Of course we can scan any text for a particular piece of information (for example, see Book 1, Unit 5, Exercise 3, questions 1 & 2).

If we want to see what sort of information a text contains, or what the main points are, we **skim**, reading parts of the text quickly.

If we want the main information and argument, or are reading for pleasure, we **read for gist**, and expect to understand and retain about 70% of what we read. The text may be **hard**, because we do not know much about the topic, so we read more slowly and attentively; we may want to retain more than 70% of what is said; or we may be paying a lot of attention to the language; in these cases we **read intensively**. It is doubtful that we ever understand all of a text, whether it is in our first language or a foreign language, because the meaning is not so much in the text but mostly in the interpretation we as readers give to what the author wrote.

Teaching reading in a foreign language

WHAT DOES THE NATURE OF READING IMPLY FOR FOREIGN LANGUAGE TEACHING?

Teaching students to read in a foreign language is more complex than some methodologies would imply. The preceding section indicates that in addition to teaching a knowledge of vocabulary and grammar, we must teach students different reading styles, as well as how to interpret and make use of a variety of texts. Their language studies are part of an education, and

for some this will mean preparation for independent use of the language in adult life. For all students, study of a foreign language means experience of a new linguistic system, exploring and understanding this, and using it to discover aspects of a different culture. If this experience is to be a rich one, then we must not fail students in providing the necessary variety of input, content, activity and support. This way language teaching can help them to realise their individual potential and make them literate in another language.

SO WHAT SKILLS DO STUDENTS NEED IN ORDER TO READ ENGLISH?

They need **reading skills**: control of their reading style, and ideally the ability to read almost as fast as they *should* do in their first language. They may not be good, fluent readers anyway, and may not have good reading skills in their native language. Speed varies with purpose, but an acceptable average for extensive reading of narrative prose would be 200 to 250 wpm (words per minute) in the first language; it could well be twice that if the student is a fluent reader. You should time them in both their first language and in English, and keep a record to check on progress. The students should know when to scan, skim, read for gist or read intensively, as their purpose requires.

Students need **language skills**: a knowledge of vocabulary and grammar, and the ability to recognise words and structures automatically, without thinking. So a good basis in the language is important for reading, to enable the reader to focus on the reasoning and thinking required for interpretation. These skills need to become automatic, and practice is the main way to achieve this. Then as readers we need to understand various grammatical features of texts, such as the role of pronouns as substitutes for what has been said already, and the role of conjunctions in relating different parts of the text one to another, as addition or contrast to each other. In this way such grammatical devices play a role in creating the text and presenting its message. When recognition is not automatic, then the ability to work out the meanings of new or unfamiliar words and phrases from analysing their grammatical function and context is important.

Learning to read fluently, rather than to pause and study the language in a written text, can seem hard. Language study attends to every word, reading attends to meaning. And in this course reading means reading silently, rarely reading aloud (but see the section on this). Your students must learn to ignore subsidiary or non-essential meaning and information, to tolerate 30% (or more) uncertainty and vagueness (as they do in reading their first language). Besides reading skills and language skills, they apply **interpreting skills**, sometimes called text skills.

WHAT IS MEANT BY INTERPRETING SKILLS?

The more conscious part of reading is the reasoning and thinking we do as we interpret the text. We can separate the work of interpretation into skills that are useful before, during and after reading. Before we read we can make use of our knowledge of the world to help us prepare for what we are going to read. This may also influence our purpose. Knowing something about the topic, and recognising what we know will make the text more accessible; recognising the text-type and the sort of information it is likely to carry and the way it may convey its message will help, and this too is part of our knowledge of the world. A glance at the title of the text, at illustrations and other sorts of accompanying information helps set up expectations and predictions about what will be in the text, and again, these help the process of interpretation. Of course, predictions have to be flexible: we predict the *sorts* of thing we will find, not the precise thing that we will find. While we read we adjust and revise these predictions, and when we do not do so, we misinterpret.

As we read, we link the ideas of the text to what we already know. We also pay attention to the way the rest of the text influences our interpretation of any part of it. Look at these two examples:

- 1 Sue stood up and held out her hand. She cut herself with the knife.
- 2 Jane put another tomato on the board to slice it up. She cut herself with the knife.

The second sentence is the same, but in 1 the cut is deliberate, and in 2 the cut is an accident. The texts do not state this, but we, as readers, are left to infer and decide the meaning from the context not the language. Similarly a sign in a garage saying “no petrol” is understood as giving information, while another sign, “no smoking”, is understood as an order.

To interpret the text we need to understand the way the ideas of the message are presented and related. We have to build up a picture of the framework for the ideas (e.g. Book 1, Unit 5, Exercise 4b). This framework may be developed through subsequent rereading of the text, if we need to understand it better for our purpose. After we have read a text we may discuss it and come to a critical reading and interpretation, where we do not simply take the new ideas, but evaluate them and the way they are presented. We also use them as a springboard for things of our own that we want to write or say. This is a lot to learn, and will require **learning skills**.

WHAT IS MEANT BY LEARNING SKILLS?

There is a lot of interest currently in how explicit help with learning can help learners improve. The section on **Developing skills** (usually Exercise 7) in each unit aims to train learners to monitor what they are doing as they work through the course. Some problems learners encounter come from their own bad habits as learners, or from being unaware that they are not working efficiently and effectively. Understanding what they have to achieve, and some of the variety of ways that they may do this can help them. They will need to identify the ways that work best for them, and these will not be the same for each student.

WHAT DO WE KEEP IN MIND WHEN TEACHING READING?

If we are to use the ideas about reading described above, then we have a complex job. We have to teach the whole range of skills outlined, and the methodology and techniques need to be suited to the job. We need to be clear about, and make clear to the students what the objectives of each task are. We have to remember that success with reading often has more to do with enjoyment and response to the ideas in a text than with getting each word right.

We need to start from reading and its purpose; learners need have only the skills required by their reading purpose, and consequently purpose should be considered before the language and other skills to be taught for a particular unit are decided on. Sometimes we may need to teach not language but some facts or knowledge about the topic to help students understand a text. Help with the language is usually more effective when the learner sees the need for it, that is during the reading, rather than before it. When activating the students' knowledge of the world, and when discussing their learning, it may sometimes be appropriate to make use of their first language.

We are still learning about reading and about how to teach these skills. At present there is agreement that reading should be integrated with other skills, and particularly writing, as it is in this course. The skills can be developed best in the design chosen for the units here, of exercises before, during and after reading. Students need to develop reading speed, and the teacher not the coursebook has to be in charge of that, using timed readings. Fluent reading speed will help develop automatic recognition, as will repeated, fast readings, rather than one, slow reading. Silent reading of long passages, or extensive reading is needed. Working in small groups on preparation, skills development and interpretation, as suggested in this course, will help students achieve the goal of becoming fluent readers of English.

WHAT DO WE TRY TO AVOID?

Dissecting the language of texts. When we focus on language, we do it to help students understand the text. Reading will help students acquire the language, but focusing on the language rather than on the text will hinder students learning to read. You should focus on the language in exercises on structure – the **Looking at language** phase in the units.

Imagining that we can understand texts 100%. If it was possible to understand precisely what authors meant, then literary critics would be out of business. Understanding of a text is an interpretation, and so it is not possible for anybody to claim that they know “exactly what it means”. Even a short text can be unclear: if you find a note pinned on someone’s door, saying “I’ll be back in half an hour”, then you do not know if you will have to wait 29 minutes or three.

Reading slowly. There are a number of things that slow us down as readers. Two examples are: “mouthing” what we read, moving our lips as if we were reading aloud, and pointing to the words with one finger. If your students do these, tell them to close their mouths, and to take their finger off the page (or to make it move very much faster). Breaking these habits may not be easy.

Reading aloud as an exercise in comprehension. This does not show for certain that students have understood a text, only whether they can recognise words, pronounce them and group them in phrases. There are much better ways to check comprehension. Reading aloud round the class prevents students learning to read quickly and efficiently. There is more on reading aloud below.

Making students dependent on the teacher for decisions, courses of action and interpretation. We can encourage them to think for themselves, and to work with fellow students. Most importantly, we can encourage them to look for their own texts to read, either in a school collection of simplified readers, or in a library, in magazines, newspapers or brochures they may find outside the school. Being a reader also means making your own choices. Embassies, tourist offices, international companies, airlines and cultural centres are potential sources for reading material in English. Your students may look for texts relevant to the topic for Exercise 6 **The topic and you** in each unit, and bring them to class for discussion. They can use information from these in their own presentations. It will not matter if the original documents are in the students’ first language, so long as the students present the key ideas in English. You may need to help them with this.

WHAT ABOUT READING ALOUD?

Reading aloud is a separate skill, distinct from what we have been talking about above. It is an oral skill, and the focus in this course is on developing the skills associated with reading silently. Students can often read silently on their own, and we can encourage them to read silently in class and later even set the reading stage for homework. However, they may need to read things to each other in pairs or groups occasionally, or they may need to know how to read aloud for an examination.

Reading aloud is easier if you have read the passage silently first in order to understand it. Many people find reading aloud to a large group a daunting task, and read badly because they are nervous. So practice in speaking publicly, in phrasing what is read out, and in varying tone and level will help. If your students need to practise for an examination, they may find the audio-cassette which accompanies this course a useful model. However, time spent on reading aloud will not do anything to improve the skills this course is designed for.

HOW ARE THESE IDEAS PUT INTO PRACTICE IN *GETTING THE MESSAGE*?

In this section we reproduce the tables from the Introduction to the Student’s Books which show the layout for each unit and the complete guide to **Developing skills**, which is also found at the back of the Student’s Books.

Unit layout

The tables show the phases of reading and the exercises for each phase. The purpose of the exercise is described, and you should be able to relate this to the preceding analysis of reading. You can discuss the purposes with your students but do not spend too long on this at first. You will find it more effective to come back and briefly review the table from time to time.

Phase	Exercise	Purpose
Before you read	1 TOPIC	To get you thinking about relevant ideas; to identify what you know about the topic; to check you know some relevant vocabulary.
	2 TEXT	To get you to use knowledge about the kind of text (text-type); to use information from pictures, diagrams, headings, the title; to help you to predict.

Phase	Exercise	Purpose
While you read	3 PURPOSE — FIRST READING	To give you reasons for reading so you know what to look for before you read and choose the appropriate reading style; later you will create your own purposes.
	4 CHECKING UNDERSTANDING — SECOND READING	To give you other ways, as you read the text again, to help you get at the meaning or organisation of the text, and interpret what is there.

Phase	Exercise	Purpose
After you read	5 LOOKING AT LANGUAGE	To help you understand some of the vocabulary for the topic, and aspects of the grammar or structure for the text-type.
	6 THE TOPIC AND YOU	To use the reading you have done, combining the new ideas with others you had already. Good readers use their reading!

Phase	Exercise	Purpose
How you read	7 DEVELOPING SKILLS	To help you to reflect on how you read and learn; to help you to develop fluency and confidence as a reader of English; to help you learn ways to get what you want from the text.

Skills profile

The **Developing skills** section in each unit relates to this table, and is intended to guide students in developing as readers and learners of English. In the units the students answer questions which will prompt their discussion on using the skill. The table summarises the points from the units as recommendations grouped under four general areas. After every fifth unit the students should review the skills with you; they can make notes on their progress in the Comment column. You and they may want to add to the skills.

This table includes the complete profile for Books One, Two and Three. Note that the students will not discuss all the skills in Book One.

Skills profile	Units	Comment
Reading style Adjust your reading speed to suit your purpose for reading and the type of text. However, reading faster helps you understand: don't slow down too much! 1 Check your average reading speed: in your first language and in English. Keep a record. 2 When you look for a specific piece of information, scan. Look for the word by shape, first letter, capital letters. 3 When you want an impression of what is in the text, skim. Read it quickly, looking at the title, headings, beginnings and endings of paragraphs to get a general idea. 4 When you want the main information or are reading a story for pleasure, read for gist. This means reading quickly, ignoring detail and understanding 60–70% of the text. 5 When you read a text which has a lot of new information, skim to get an impression and then read it again more slowly. You can help yourself understand better by asking yourself questions and by making notes. Several quick readings will work better than one slow reading. Prepare, read, and check what you have understood.	Ex. 2 TEXT in each unit	

Language

Reading is a great way to build vocabulary and acquire grammar, and the more language you know, the better you will be able to read.

- 6 You can understand some new words because of the context.
- 7 If you don't understand some of the new words, ask yourself if you need them to understand the text.
- 8 If you do need a word, don't guess its meaning: use clues to help you understand: the kind of word it is, the topic, the ideas you expect. If you still need to understand it better, look in your dictionary or ask your teacher.
- 9 Put useful new words into your vocabulary book. Decide how to group them: alphabetically, by family (words about the same topic), as you meet them, with a translation, with a picture or in a phrase. Choose the method that suits the words and suits you.
- 10 Record new ways to say things (whole phrases or sentences).
- 11 Notice the ways to refer to earlier ideas, for example, words like *it*, *this*, *one*, and some uses of *do*.
- 12 Notice the ways to connect ideas, using words like *and*, *but*, *however*, *because*, *therefore*. These show different relationships between the ideas.
- 13 Ideas are organised in different ways; notice how one topic leads to another. If the text is well constructed, then this will help you understand the author's ideas.

Interpreting and understanding

Understanding what we read is complex. It comes from what we know about the topic, how much language we know, what we expect to find in the type of text, as well as adding to and changing these ideas and expectations with new reading.

Good readers use prediction to help them.

- 14 Use the title, illustrations, diagrams or headings to help you predict the content and the meanings. Ask yourself before you start reading what you know about the topic.

Units

Comment

	Units	Comment
Know why you are reading the text.		
15 Decide how much of the text you need to understand for your purpose. Understanding every word is about learning vocabulary, reading is about knowing which words you need to understand for your purpose. 16 If you find the ideas difficult, don't go back: skim ahead and then go back, if you need to. Talk to others about what you've read. Share the ideas and fun you get from reading. 17 Discuss your opinion of the story or of the ideas: what you liked and didn't like, or what you agree and what you disagree with. 18 Talk about any new ideas you have learned from the text or that have come to you from reading the text.	Ex. 3 PURPOSE in each unit	
Learning reading skills		
Monitor how you read. Talk to others about how you and they read.		
19 Things you might ask about include: adapting your reading style to the text; improving your speed; ways of dealing with new language; how you get ideas from texts; what things you like reading. 20 Keep notes in the Comment column so that you can see when you improve. Remember to use your reading skills whenever you want to get the message.		

The use of the audio-cassettes

The audio-cassettes which accompany this course contain recordings of the texts from all three books. The recording of each text is intended to serve as a guide to pronunciation first of all. Beyond that you may like to use the recordings for variety:

- play *a short section* of any of the script texts (e.g. Book 1 Unit 9, or Book 3 Unit 3) when you begin Exercise 2 **Text**;
- instead of the students rereading the text before doing Exercise 4 **Checking understanding**, play the recording. This is suitable for more traditional comprehension exercises (e.g. Book 1 Unit 6, Exercise 4b, Book 2 Unit 5, Exercise 4b);
- with the script texts, play the complete text before Exercise 7 **The topic and you** (e.g. Book 2 Unit 9); or with the poems (Book 3 Unit 9).

The recording is only intended as additional support for the material: don't turn a reading task into listening comprehension! Your students should be able to read faster than the text can be read aloud, so listening to the recording will slow them down and not help comprehension.

How can you find out more about reading?

There are a number of useful books on the topic intended for teachers of English as a Foreign Language:

- F. Grellet *Developing Reading Skills* Cambridge University Press 1981
- C. Nuttall *Teaching Reading Skills in a Foreign Language* Heinemann 1982
- C. Wallace *Reading* Oxford University Press 1992
- E. Williams *Reading in the Language Classroom* Macmillan 1984

You can follow up references to general books on reading (such as F. Smith *Reading* Cambridge University Press 1978) from the bibliographies in these titles. For more ideas on work with vocabulary, consult R. Gairns & S. Redman *Working with Words* Cambridge University Press 1986.

Finally, remember that teachers need to be enthusiastic, fluent readers if they are to help and encourage their students. We hope this course will help both you and your students to enjoy reading in English.

Dermot Murphy and Janelle Cooper
February 1995



Where you see this sign we suggest that the exercise is suitable for homework; however, we will also suggest how you may use the exercise in class.

Unit 1

A new game

Summary of the unit

Topic: ball games, Hocker. **Text-type:** letter; rules.

Language: vocabulary of games. **Task:** display, game.

Skills: reading for specific information, recording vocabulary.

Before you read **1** TOPIC

You can bring in pictures of different balls or draw them on the board to prompt students. Ask the questions in English, and if the students don't know the English terms, permit answers in their first language. If only a few of your students play ball games, extend the questioning: which ball games do you like to watch – live or on TV? The students can then ask and answer in pairs. Only teach vocabulary if you find they don't know essential terms, such as *team*, *players*.

Possible answers:

outdoor and indoor games

football/soccer (2 teams of eleven players each), rugby league (13 players), rugby union (15 players), American football (11 players), baseball (9 players), hockey (11 players), cricket (11 players), tennis (singles or doubles), golf, lacrosse (10 players), basketball (5 players), table tennis, volleyball (6 players)

If there is time, you could do a quick survey in your class of the most popular ball games to play and to watch. Ask the students to raise their hands to questions such as

Who likes playing ... most?

Who likes watching ... most?

2 TEXT

The students can answer in English or in their first language. The first text is a letter from a friend – *the layout, address, Dear ... , Love ...*; the second is a set of instructions – *diagram, use of the imperative: kick, do not throw*. Tell students why it is important to know what sort of text-type it is: it helps us to decide how to read. We usually read instructions with closer attention than we read a letter from a friend.

While you read 3 PURPOSE – FIRST READING

Tell students that they should read the text this first time only in order to answer these questions, so that they should read it quite quickly. Make sure that they read the questions first. Students read the text silently and answer the questions individually. Then they can compare answers.

Answers:

1. Hocker
2. Yes (she did)
3. a football
4. boys and girls
5. a copy of the rules

4 CHECKING UNDERSTANDING – SECOND READING

Students read the texts silently again, copy the names and tick (✓) or write *right*, and put a cross (X) or write *wrong* next to each name. They then compare answers and you check them. Then students write out the correct versions of the false sentences.

Answers:

Alan: You can have teams of twelve for Hocker.	RIGHT
Jim: You cannot score behind the goal. <i>You can score behind the goal.</i>	WRONG
Alice: You cannot hold the ball.	RIGHT
Shamin: You can tackle the other team. <i>You cannot tackle the other team.</i>	WRONG
Steve: You can kick, throw or head the ball to score. <i>You cannot throw the ball to score.</i>	WRONG
Anna: You can hit the ball into the goal with your hand.	RIGHT
Rakesh: There are five points in a set. <i>There are seven points in a set.</i>	WRONG
Joanna: A Hocker field can be 100 metres long.	RIGHT

After you read 5 LOOKING AT LANGUAGE

Students can discuss the answers to these questions in groups. You may need to help them with the English words.

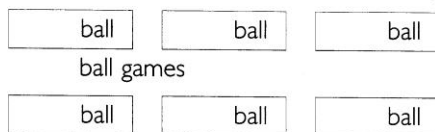
Answers:

(a)

1. hockey, soccer

2. baseball, basketball, football, handball, netball, volleyball

You could build this up on the board using a diagram such as



3. bowls, cricket, golf, hockey, lacrosse, rugby, soccer, tennis, ...

4. Statements such as "In volleyball, you can hit the ball with your hands."

5. Statements such as "In tennis, you cannot (can't) kick the ball."

(b)

Students can use their answers to 4 and 5 in (a) above to help them here.

6 THE TOPIC AND YOU

(a) A lexicon will help with the vocabulary here. Keep groups fairly small: 4 or 5 members per group. They can group themselves by ball game.



Some of the preparation can be done as homework e.g. collecting photographs and information, as well as any material to make the display. Tell them what size the posters can be and arrange a wall space to display them.

(b) To be played outside.

How you read

This section of the unit is designed to help the students reflect on the skills they need to read well in English. The introduction to this book gives you a full description of these skills. At the end of Student's Book One, there is a guide to the development of reading skills. In this section in each unit there are questions which relate to the **Purpose** and text-type of the unit, and highlight selected skills. You may wish to vary these to suit the needs of your learners.

Much of the discussion in this section may be in the first language, but you will want to encourage answers in English. You may want to start by holding teacher-to-class discussion but, in later units, use pair and small group discussion. The students may not be able to use these skills in either their first language or in English yet, but this exercise is intended to start the process and set targets for them to achieve as they progress through the course. You will need to get the students interested in the reading process, but

don't spend too long on this in any unit. At the end of every fifth unit, we suggest you review their progress by going through the relevant sections of the Skills profile.

It will be useful for students to keep a record of their progress. You can photocopy the Skills profile for them so that they can assess their own progress through the comments they write in the **Comment** column. For example, they can record their reading speed, whether or not they can do what is recommended, how hard or easy they find the skill.

7 DEVELOPING SKILLS

1. You can look back at Exercise 3 and point out to students how they could find specific information quickly e.g.

- 3.1. Look for a word beginning with a capital letter.
- 3.2. Look for a verb such as *like* or an adjective that shows like or dislike.
- 3.3. Look for a word ending in *-ball*.
- 3.4. Look for a name or a people word; look for the word *play*.
- 3.5. Look for the word *send*.

2. You can discuss with students which meanings they were able to guess from the context e.g. *sets*. From the letter, we know that it has something to do with a *game*, winning (*four sets to three*), and from the rules, playing (*play 3, 5 or 7 sets of 7 points*). Thus playing leads to points, leads to winning sets, leads to winning a game. If you spend time on one example, students will begin to understand the process of "intelligent guessing".

3. It is important that students have a system for recording new words and phrases, rather than just writing them down as they occur. Discuss the best way of recording these words. One way of organising the words is to group together words and phrases related to a topic under that topic heading e.g. sport or games or team games or ball games. Students can do diagrams like the one above in Exercise 5, or drawings for *kick*, *punch* etc. like those in the illustration. Get the students to think of different ways to record vocabulary, and, as you and they progress through the course, get them to reflect on which ways work best for each of them.

Useful phrases such as *I'm (no) good at sport* and *we won the game* should also be included. Check the students' vocabulary books regularly to make sure they are recording new words.

For reading speed: the length of the letter is about 132 words.

Unit 2

STUDENT'S BOOK ONE

What do you want to do with the money?

Summary of the unit

Topic: honesty, reward. **Text-type:** picture story, newspaper article.

Language: irregular verbs, prepositions. **Task:** writing a letter.

Skills: using titles, pictures, headlines to predict; recording vocabulary.

Before you read **1** TOPIC

Check that the students understand *honesty* and *purse* (show one or use a picture). Students can answer the questions on their own and then compare answers in groups of three or four. Discussion of their answers can take place in their first language. If you want them to discuss in English, teach them *honest*, *dishonest*, *right*, *wrong* and revise the structure *If you leave the money, then another person will/can take it*.

2 TEXT

(a) The first text is a picture story – *drawings, balloon speech*; note the heading “This week’s true story”. The second text is a newspaper article – *headlines, layout, borders, photo*.

(b) This exercise is to show students how much information they can get from pictures and illustrations.

Answers:

(b)

1. on a road in the countryside 2. money, notes 3. a television interviewer, presenter 4. a relative, their father or the father of one of them

While you read **3** PURPOSE – FIRST READING

(a) Remind students that the purpose of their first reading is just to answer these questions. Students read the questions and then the picture story silently. They can compare answers in pairs before you check their answers.

Answers:

(a)

1. a box full of money, a lot of money, hundreds of pounds
2. to the police
3. because finding a lot of money is news/interesting
4. a woman, the woman who owned the money
5. yes, because they told the police; they didn't keep the money

(b) Students read the newspaper article silently. The question requires intensive reading. Students compare their lists. The new information is underlined here.

Answers:

(b)

FORTUNE FOUND AND LOST

by Deborah Thwaite

Two friends, Erica Butterworth and Jimmy Hogan had a lucky find two days ago. It got them on local television news yesterday, but their appearance lost them a fortune.

Erica (14) and Jimmy (13) went for a bike ride last Thursday and found a box full of money. It was under a bush with some rubbish. They took the box to Caton police station. The police said there were thousands of pounds in the box.

Yesterday Erica and Jim appeared on TV News North. Mrs June Lee saw them and heard their story. Later she telephoned TV North, and said the money was hers. She gave the children a reward.

Answers:

(c)

When they find the money, Erica and Jimmy decide what to do; on the television they say what they will do with the money; the police were going to keep the money for three months.

4 CHECKING UNDERSTANDING – SECOND READING

Students read the texts again. They write the numbers 1 to 10 in their exercise books, then write *true* or *false* beside the numbers and compare their answers. Afterwards they write their own version of the correct answers for 2, 3, 7 and 10.

Answers:

1. True 2. False: Jimmy wants to buy a bike with the money. 3. False: the box is at the police station. 4. True 5. True 6. True 7. False: the money was beside the road. 8. True 9. True 10. False: they kept the money for two days.

After you read 5 LOOKING AT LANGUAGE



Students can work individually or in pairs. (b) can be done orally.

Answers:

(a)

be – was/were, find – found, get – got, give – gave, go – went, hear – heard, lose – lost, say – said, see – saw, take – took

(b)

1. in a box 2. under a bush 3. to the police station 4. on TV
5. full of money

6 THE TOPIC AND YOU

Letters (a) are more informal. Students can use the layout of the letter in Unit One as an example.

Letter (b) will be more formal and will be less easy to write, so is more suitable for the better students. Imaginative ones may like to explain how she lost the money.

Get your students to read and comment on each other's letters.

How you read 7 DEVELOPING SKILLS

1. Students can discuss these questions in pairs or small groups. After their discussion, you could explain to them that there are no right or wrong answers to the questions and that prediction of content plays a large part in the reading process. A glance at the title of the text, at illustrations and other sorts of accompanying information helps set up expectations and predictions about what will be in the text and these help the process of interpretation. Of course, predictions have to be flexible: we predict *the sort of thing* we will find, not the *things* we will find. While we read we adjust and revise these predictions, and when we do not do so, we misinterpret.

2. Your students may want to build up their own list of the main parts of irregular verbs at the back of their vocabulary notebooks (infinitive, simple past tense and the past participle – if they have covered the present perfect in class). They could also write short utterances in their notebooks to practise the forms e.g.

We found £50. How much did you find?

I got a bicycle. What did you get?

For reading speed: the length of these texts is about 150 words (dialogue) and 117 words (news report).

Ghosts, grub and adventure

Summary of the unit

Topic: planning a trip. **Text-type:** magazine article.

Language: words for food and containers, countable and uncountable nouns, pronouns. **Task:** making lists, writing a note. **Skills:** reference, reading speed.

Before you read 1 TOPIC

Students look at the questions. Explain any new vocabulary. There is a picture of a back-pack on the page. Students work individually when writing down choices. They discuss their choices briefly in pairs. This discussion need not be in English. The text is about the choices on the right-hand side.

2 TEXT

Students can do this in pairs or small groups. Don't give any help with the vocabulary at this stage. The suggestions need not be in English. There is no one right answer as the question is designed to get students to realise how much information they can get from the title etc. See the notes to Exercise 7 in Unit Two.

While you read 3 PURPOSE – FIRST READING

The students read the questions. Remind them that, while they read, the only things that they are looking for are the answers to the three questions.

The students then read the text silently. They can compare answers in pairs or small groups before you check their answers.

Answers:

1. The ghosts of the gold-miners. (Explain *ghosts* if students are still unclear.) 2. "Grub" is food or things to eat. 3. There isn't a single answer to this: going with friends, going to a ghost town, looking for gold, sleeping under the stars.

Note: New South Wales is a state in Australia.

4 CHECKING UNDERSTANDING – SECOND READING

(a) Time the students' second reading. The text has about 455 words. In their first language, an acceptable average for reading this type of text would be about 250 words per minute. The objective of this first timed reading is to make students aware that good reading doesn't mean slow reading. The aim is for the students to read in English almost as fast as they should do in their first language. Make sure they note down their speed so they can compare this in the future.

(b) Students read the text again silently and then answer the questions, individually or in pairs. They should discuss their answers in pairs before class correction so that they give the text closer attention. The DON'T KNOW category is included to encourage students to see what information isn't mentioned and what is implied but not mentioned.

Answers:			
(b)	YES	NO	DON'T KNOW
In Hill End, 100 years ago			
were there any people?	✓		
were there any houses?	✓		
was there any gold?	✓		
were there any ghosts?			✓
In Hill End, now			
are there any people?		✓	
are there any houses?	✓		
is there any gold?		✓	
are there any ghosts?			✓
(We didn't see any ghosts.)			

(c) Students can go through the text in pairs to find the food mentioned: soup, rice, meat, fish, cheese, fruit, vegetables, bread, biscuits, jam, honey, (drink: milk, water). Note the only two nouns used as countables: vegetables, biscuits. Then each student can make an individual list of what he or she likes.

After you read 5 LOOKING AT LANGUAGE

(a) The following are illustrated on page 15 of Student's Book One:
a packet of rice a can of soup a can of fish a carton of milk
a packet of cheese a jar of jam a jar of honey
a bottle of cooking oil a packet of biscuits

Students can think of the other things in groups as a competition to see who can think of the most. Obviously, some things can be

bought in a container and/or by the measure so may appear in more than one category.

(b) Students can do this in small groups. Remind students to use the question:

How much ... do we want/do we need? for uncountables (food, clothing, information, equipment; rice, cheese, soup, water, milk, oil, jam, honey, fish, fruit), and the question

How many ... do we want/do we need? for countables (kilos, litres, cartons, jars, packets, bottles etc.)



(c) This tests whether students can show the difference between specific reference: *it* or *them* when we know which ones, and non-specific reference: *one* or *some* when we are just referring to a member/members of a class of things.

Answers:

(c)

3. them 4. one 5. them 6. one 7. it/it 8. some 9. one 10. some

6 THE TOPIC AND YOU

Students can start the note: *Tom, can you buy ... and can you bring ...*. Students exchange notes.

How you read 7 DEVELOPING SKILLS

1. Students can look through the text again on their own to find the examples, paragraph by paragraph, or you could point out the examples to them.

Answers:

... *a ghost town*. It's called Hill End and it's in New South Wales.

... *people* found a lot of gold *there*, and some of *them* ...

We didn't see any *ghosts*, but we don't know if *they* saw us.

For the other *meals*, lunch and dinner, have the soup for *one* and cook a big meal with the fish or meat for the *other*.

Water is very heavy ... You'll need *it* for the rice ...

2. Use this as an opportunity to discuss reading speed and the fact that speed varies with purpose. Explain to your students that they are learning to read fluently in these lessons rather than studying the language, and that they should learn to ignore non-essential meaning and information and to tolerate 30% or more uncertainty or vagueness (as they do in reading in their first language).

Lucky to be alive

Summary of the unit

Topic: adventure at sea. **Text-type:** short story. **Language:** word families, vocabulary of boats, comparatives. **Task:** writing stories, writing a newspaper article. **Skills:** reading for gist, dealing with new vocabulary.

Before you read 1 TOPIC

Students can match cover and adventure story type individually and then discuss their preferences in pairs. If necessary, explain that a *western* refers to the stories set in the west of the USA in the late nineteenth century and that *fantasy adventures* often have imaginary creatures in them.

Answers:

Hot Gun – a western adventure story, **Tanzania Days** – a wild-life adventure story, **The Third Battle** – a fantasy adventure story

2 TEXT

Students discuss their predictions in pairs or small groups.

While you read 3 PURPOSE – FIRST READING

Remind students that in this first reading they are just looking for the answers to the three questions.

Answers:

1. the storm – strong winds, rough waves, rain; hot sun; lack of water and food; danger of falling into the water; sharks; not being found
2. Because he had very little food and water when he was rescued.
3. Because he gave the food and water to his son.

After checking the answers to these questions, you could ask them further questions to check the students' understanding of things which are implied in the story rather than stated. Students' answers need not be in English. Possible further questions on implications:

Paragraph 2 – Why did Hugh hold Thomas close to him all night?

Answer: to comfort him, to protect him

Paragraph 2 – Why did Hugh look at where the sun was?

Answer: to find out where East was

Paragraph 3 – Why did Thomas wave and shout at the plane?

Answer: to try to attract the attention of the pilot

Paragraph 6 – How did Thomas know that the fin didn't belong to a shark?

Answer: because sharks don't jump out of water, but dolphins do

Paragraphs 4 & 7 – How do you think Thomas felt about his father's death?

4 CHECKING UNDERSTANDING – SECOND READING

(a) Students can do this exercise in pairs, taking it in turns to ask and answer the questions as they read the text again. You could go through an example from the first sentence: e.g.

Question: Where did Hugh and Thomas live?

Answer: on the north coast of Jamaica

Some pairs can ask and answer in front of the whole class when they have finished.

(b) Students will need to read the story again to complete the notes.

Note completion:

(b)

storm strong wind, rough sea

Hugh said "I'm older and I'm stronger than you are. I'm able to do without water for longer."

plane overhead Thomas waved, plane flew away

shelter rods and shirt, shade

3rd day – fin shark? dolphin? village said

5th morning Canadian freighter

Students can practise telling the story to each other, and then, taking turns, tell part of the story in a larger group.



(a) Your students may be able to do this without looking at the text again.

Answers:

(a)

heat/hot, hunger/hungry, shade/shady, weakness/weak, worry/worried

(b) With words of movement, it is easier for students to demonstrate the meaning than to explain it. Students should take it in turns to come to the front of the class and act out a **movement** whilst the others guess.

(c) Students can discuss the differences between these vessels in their first language.

Answers:

(c)

1. freighter 2. sailing boat 3. rowing boat 4. motor boat

(d) There may be more than one correct answer.

Suggested answers:

(d)

1. slower than 2. heavier, faster than 3. younger than 4. more dangerous at sea than 5. faster than 6. more interesting than

6 THE TOPIC AND YOU

(a) This changes the point of view from Exercise 4(b) so will be told in the first person.

(b) This is more difficult than (a) and may be suited to your better students. An example, with 56 words, is given below:

Thomas and his father, Hugh, went fishing in their rowing boat. There was a big storm during the night and they became lost. They did not have much food or water with them and the father died the next day. Thomas made a shelter for himself and ate fish. On the fifth day, he was rescued.

How you read **7** DEVELOPING SKILLS

These questions are designed to help students realise that they do not need to understand every word in order to understand the text. If they feel that a particular word is essential, then they can use various clues to help them make a guess at its broad meaning. Some examples are given below:

coast – understanding the exact meaning of this is probably not essential as long as the students understand *row back*.

calm – after *was*, so it is either an adjective or a noun to do with *water*; as it is before *but*, it is something like the opposite of *wind*; second mention *calmer* shows that it is an adjective and something that happens after the storm ends.

shelter – students can look at the picture and guess why Thomas put his shirt like that to get a general idea of what *shelter* means.

For reading speed: the length of the text is about 615 words.

Who made it first? Inventors and inventions

Summary of the unit

Topic: inventions. **Text-type:** magazine article. **Language:** word families, noun phrases. **Task:** competition entry. **Skills:** predicting, intensive reading, reading speed.

Before you read **1** TOPIC

You may need to explain *invented*. Students can discuss the answers to the questions in pairs or small groups. They can use their first language if necessary. The date of the invention will probably be very approximate and the inventor known only if the machine bears his or her name. This is not important as the main aim of this activity is to get your students to start thinking about machines. Ones they may think of include vacuum cleaners (Hoovers), washing machines, sewing machines, typewriters, computers. Students might also suggest smaller electrical appliances such as food blenders, coffee grinders etc.

2 TEXT

In the sub-title, *the story* suggests that the text will contain names, dates and places, like a history.

While you read **3** PURPOSE – FIRST READING

Students read the questions. Remind them that the only things they are looking for in the first reading are the answers to the five questions. They should work individually and then can compare their answers in pairs or small groups before you check their answers.

Answers:

1. the typewriter; the sewing-machine
2. Henry Mill, Thomas Saint
3. 1868 (or after 1868), 1829
4. the other Paris tailors thought they would lose their jobs because he could make clothes more cheaply
5. because Remington bought Sholes' idea; Singer invented and made the machines

4 CHECKING UNDERSTANDING – SECOND READING

(a) Time the students' second reading. The text has about 603 words. As the text contains more information than in a narrative, the students' reading speed may be a little slower than in previous units.

(b) Students should copy the table and then read the text again to find the facts. At this stage, they may want to ask you for the meaning of unfamiliar words such as *patented*, *blind*, *immigrant* etc. Encourage them to use the skills discussed in Exercise 7 in Unit Four: do they really need the word; if they do, can they make a guess at its meaning etc. Students can work in pairs for this exercise either doing both columns together or each taking one, then checking their answers with another pair.

Answers:

Process of Invention	Typewriter	Sewing-machine
The idea was patented.	1714, Mill, London	1790, Saint, London
Then a working machine was made.	1867, Sholes, Milwaukee	1829, Thimonnier, Paris
The first machine was demonstrated.	Lillian Sholes, 1868	?
The new machine was not liked.	business people	other tailors 1829, 1848
Next it was improved.	Sholes	Thimonnier
It was used commercially.	1874	after 1850s
Then it was accepted.	about 1900	after 1865
And it was first used at home.	?	1865

After you read 5 LOOKING AT LANGUAGE

(a) Students can do this exercise in pairs. There is more than one correct order and *invent* can also be used to include *design* and *make*.

Answers:

(a)

invent, design, patent, make, sell



(b) Students can do this individually or in pairs.

Answers:

(b)

verb

invent

design

produce

noun-person

inventor

designer

pro'ducer /ju:/

noun-thing

invention

design

'product /ʌ/

Note the change in stress and in the second vowel sound in *product*.

(c) Students can do this in pairs. If your students are unsure about English grammatical terms, the discussion of the answers may be in the students' first language. Note the different stress pattern for the *noun + noun* – there is more stress on the first noun than there is on the second noun.

Answers:

(c)

A adjective + noun

new machines

poor tailor

blind people

nineteenth century

electric typewriters

electronic machines

eighteenth century

angry tailors

big order

complex machine

new ideas

new things

B noun + noun

sewing-machine

arms company

business people

clothing companies

6 THE TOPIC AND YOU



Students can do some of the preparation for this as homework.

(a) This is the more demanding option. Students can work individually or in pairs. They can pin up their designs around the class and/or they can make an oral presentation, describing how their inventions work, to other members of a group of four or five or to the whole class.

(b) Students can discuss their choice in pairs or small groups in order to stimulate ideas. They can pin up their lists of suggested improvements around the class and compare their suggestions with other ones.

How you read **7** DEVELOPING SKILLS

1. Discuss with your students the idea of how they can prepare themselves for what they are going to read

- (i) by their bringing to the front of their minds what they already know about the topic and
- (ii) by their becoming aware of what they don't know about the topic.

2. The aim of this question is to help students realise that different texts require different approaches and that texts with lots of new information often need several readings; first they should skim the text as fast as possible, then read it more slowly with more attention to detail. It is also to help students to see the value of note-taking and give them initial practice in this.

3. You can discuss with students what they read faster and what they read more slowly in their first language to reinforce the idea of adjusting reading speeds to suit the text-type.

SKILLS REVIEW:

We suggest you review students' progress so far by looking at the relevant points of the Skills profile: 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13. See **How you read** in Unit One. Encourage students to check and record their reading speed in each unit from now on.

Unit 6

STUDENT'S BOOK ONE

The report of a young adventurer

Summary of the unit

Topic: jungle expedition. **Text-type:** narrative report.

Language: adjectives -ed, -ing. **Task:** writing a letter. **Skills:** predicting, guessing new vocabulary, summarising, recording vocabulary

Before you read 1 TOPIC

After students have answered the questions, find out how many of the class would contact Operation Marco Polo (if they were old enough). You can ask them and the others the reasons for their decision. This discussion can be in their first language if necessary.

2 TEXT

The answers can be in English or in their first language.

Answers:

Palm trees, water, fish trap, crab suggest a tropical island.

The people are catching fish, finding spiders, finding crabs and climbing trees; walking on a platform in the trees.

While you read 3 PURPOSE — FIRST READING

As usual, remind students that the purpose of their first reading is just to find the answers to the five questions. Point out to students that the questions have the forms/word order of reported questions after *find out*. Students do this exercise individually and compare answers in pairs when they have finished.

Answers:

1. Singapore 2. Jurong Youth Club 3. Sulawesi 4. a giant spider/spiders 5. scientists

Note: Sulawesi is one of the larger islands of Indonesia.

4 CHECKING UNDERSTANDING – SECOND READING

Students can do these exercises on their own or in pairs.

(a) In this exercise, the students need to match summaries to paragraphs. The aim is to develop their note-making skills and so to help them remember what they read.

Answers:

(a)

Paragraph 1. Introduction **Paragraph 2.** Where we went

Paragraph 3. The island **Paragraph 4.** Food and water

Paragraph 5. Shelter **Paragraph 6.** Cooking

Paragraph 7. Up in the trees

(b) This can be done orally, either with you asking the questions or with students taking it in turns to name and ask other students across the class.

Answers:

(b)

1. how to make fish and animal traps, how to find fresh water and which plants to eat or how to find food and water **2.** a stream/water, coconuts, fish, crabs, a cave **3.** because they were too nervous; they were afraid that the plants might be poisonous **4.** there were large spiders on the island; they found only bad coconuts on the ground; the coconut trees were too tall to climb; they broke their knife **5.** to look at the animals in the tops of the trees

After you read 5 LOOKING AT LANGUAGE

(a) Students can do this in pairs.

Answers:

(a)

surprised, happy, disappointed, less nervous, more confident, frightened, less confident, hungry, nervous

You can ask students to describe in their first language when / in what circumstances *they* feel these emotions or how they would feel in similar circumstances to Anna's.



(b) Students can do this for homework. How you feel/the effect it has on you: *-ed* = *I was frightened*; what it is like *-ing*: *the island seemed frightening*. The sentence does not always state for whom it was *-ing*.

Answers:

(b)

1. excited 2. exciting 3. disappointed 4. disappointing
5. interesting 6. interested 7. worried 8. worrying 9. frightening
10. frightened

6 THE TOPIC AND YOU



Students can do the first draft of the letter as homework. After the letters have been written, some of the students can act as a selection panel to read the letters and choose suitable applicants, giving their reasons; or students can work in pairs and assess each other's suitability. If students are interested, they could devise an application form for Operation Marco Polo.

How you read 7 DEVELOPING SKILLS

1. Explain to students that they can use illustrations to guess the meanings of new words such as *crab* and also to prepare themselves for the topic. Remind them that, as mentioned in Exercise 7 in Unit Two, their predictions may not be correct but that they should adjust them while they read.
2. Point out the headings as summaries in Exercise 4(a). For practice, they could go back to the text in Unit Five and give a summary to each paragraph.
3. Check how the students are entering the words into their books; review the different ways of recording vocabulary. Some of them may like to write the new word in a sentence.

For reading speed: the length of this text is about 643 words.

Unit 7

Space travel

Summary of the unit

Topic: history of space travel. **Text-type:** display panels.

Language: pronouns (*it, they, this, these*). **Task:** display.

Skills: dealing with difficult ideas, reference.

Before you read

1 TOPIC

Use the pictures to help with unfamiliar vocabulary. The answers to all except the first question are in the text, so you may want to leave correcting the students' answers until after they have read the text. Alternatively, the quiz could be done as a competition between two halves of the class or between smaller groups.

Answers:

Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

1957 first satellite

1969 Neil Armstrong

Weather, communications, spying, science

2 TEXT

Students can answer these questions either in English or in their first language. You can ask students to describe what is in the pictures or what they think is happening in the pictures.

Possible answers:

pictures: what things look/looked like – design, shape

text: facts – names, dates, explanations

While you read

3 PURPOSE – FIRST READING

Students can check each other's questions to see if they make sense or students can devise the questions in pairs. If you want to, you could select five questions from the class and write them up on the board.



If their questions are not answered in the text, they can be set as homework so students can try to find the answers in the library.

4 CHECKING UNDERSTANDING – SECOND READING

(a) facts: students can find these individually or in pairs; they can then compare their lists.

Answers:

(a)

rockets

military
13th century China
missiles
worked like fireworks
liquid fuel better than solid
1926 first liquid fuel rocket
Robert Goddard
flew 56 metres/two and a half secs
combustion chamber/nozzle
V-2 first big rocket
launch satellites

satellites

Sputnik 1 – first
Sputnik, Soviet
Explorer 1, February 1958, American
orbit at 28,000kph
uses: weather, communications, spy;
some carry scientific equipment
Salyut, Mir, Skylab – space-stations



(b) Students can write these and you correct them orally in class, with students exchanging their work for correction, or this could be set as homework.

After you read 5 LOOKING AT LANGUAGE

(a) Students can do this in pairs.

Answers:

(a)

Panel 4. Chinese *rockets* ... These ones were missiles ...

Panel 10. *Space probes* ... one went to meet Halley's comet

(b) Remind students they need to look back in the text to find the substitutions.

Answers:

(b)

- | | |
|--|--|
| 1. cosmonauts (or spacecraft) | 6. Get into orbit and increase your speed (or escape from the earth's gravity) |
| 2. missiles | 7. scientific instruments; Salyut, Mir, Skylab |
| 3. (first <i>it</i>) solid fuel; (second & third <i>it</i>) first liquid fuel rocket | 8. the Space Shuttle |
| 4. liquid fuel and an oxidiser; opposite reaction | 9. space probes |
| 5. earth | |

6 THE TOPIC AND YOU



Having the students work in groups of four to six is probably the best way to handle this. Groups can take different topics. Students will need to do some research at home or in a library as well as finding pictures/doing drawings to make their panels.

How you read

7 DEVELOPING SKILLS

1. This question is to encourage students to talk about the strategies they use in their first language when confronted by something that is difficult to read.
2. This refers to Exercise 5. Remind students that words like *this* and *these* can refer back to whole ideas as well as things.

For reading speed: the length of this text is about 572 words.

Unit 8

STUDENT'S BOOK ONE

Sports reports

Summary of the unit

Topic: sports. **Text-type:** reports. **Language:** word families.

Task: writing a report. **Skills:** guessing, predicting, recording vocabulary.

Before you read **1** TOPIC

Students can discuss the questions in pairs or small groups.

Answers:

Hockey (see Unit 1) – team; swimming – individual and team; basketball and volleyball – team

2 TEXT

The answers can be in English or the students' first language.

Information: the number of fixtures, the scores/results, the winning time/height/length, the names of the winners/winning team.

Note: Turramurra is in Australia.

While you read **3** PURPOSE – FIRST READING

Students can match as many as they can individually before reading and then use the texts as a check.

Answers:

skiing – boots, poles, skis; athletics – baton, running shoes, shot; caving – rope, helmet, lamp; tennis – racquet, ball

4 CHECKING UNDERSTANDING – SECOND READING

Students can do these exercises in pairs.

Answers:

(a)

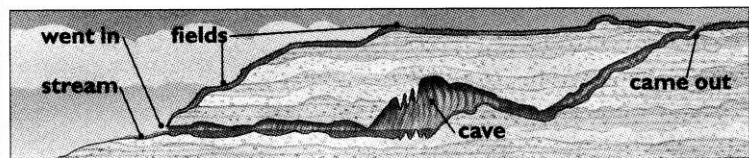
Picture A = Day 3; **Picture B** = Day 2; **Picture C** = Day 1

(b)

Turramurra High School Results:

Under-16 400m	2nd place
Junior 800m	4th place
Junior Relay	2nd place
Intermediate Shot Put	1st place

(c)



(d)

UNDER-15 TENNIS RESULTS		
	This Year	Last Year
1st Fixture:	us; Turramurra	Amner
Overall winner:	Kingswood	Amner

After you read 5 LOOKING AT LANGUAGE

This exercise is to help students realise that they can get some idea of the meaning of a new word without using a dictionary – just by using the context and their knowledge of the world and of sport.

You could draw up three columns on the board and students can call out the words as they read the passage again. Alternatively, you can divide the class into small groups and give each a heading. When they've finished, students can write up their answers on the board and then the students can copy the lists.



Do the preparation in class. Students fill in the columns at home.

Answers:

SPORTS ACTIONS	COMPETITION	GEOGRAPHICAL FEATURE
walk uphill	competed	gentle slope
started skiing	get (second) place	steeper slope
stop	reach (fourth) place	underground rivers
ski	beat	small rocky hole
fell over	did well	stream
went for a swim	(clear) winners	tunnel
go slowly	coming (first)	cave
ran like the wind	won	field
ran very well	results	hill
dropped the baton	fixture	
take part	semi-finals	
crawled	final	
put on	lost	
went down	cup	

6 THE TOPIC AND YOU



If it isn't appropriate for students to write about school sports, they could write about a match/event they saw on television. The sports page of any local English-language medium newspaper may be of help here for suitable vocabulary and expressions. Students can do the writing individually or in pairs.

How you read 7 DEVELOPING SKILLS

Revise with students the ways of dealing with unfamiliar words e.g. *helmet*. They know that it's a noun from its use: *carrying helmets* and *put on my helmet with its lamp*. They can use their knowledge of the world to work out what *something we put on when going underground that can have a lamp on it* is.

Exercise 5 will give the students some useful phrases. Remind students to write a whole sentence in their vocabulary books as an example so that they know how to use the new word/phrase.

For reading speed: the length of this text is about 670 words.

Unit 9

We're organising a rescue

Summary of the unit

Topic: mountain rescue. **Text-type:** radio script.

Language: possessive pronouns (*mine, ours* etc.), word families.

Task: writing a dialogue. **Skills:** reference, recording vocabulary.

Before you read 1 TOPIC

You can discuss the answers with the whole class or they can do it in pairs or small groups.

Possible answers:

Sports: climbing, skiing, caving, hang-gliding, walking, fishing

Reasons: weather; terrain, lack of fitness and preparation, isolation

Poster: to warn/advise people of need for adequate clothing

2 TEXT

You can ask students to think about the differences between a book, a TV serial and a radio serial, about what is possible on radio that isn't in a book and what is more difficult etc. This discussion can take place in the students' first language. Pairs can compare their answers with another pair. You could write up a summary of the opinions in English on the board.

While you read 3 PURPOSE – FIRST READING

If your students ask about the meaning of *daft*, ask them to guess what Jane and Wyn's opinion of the walkers is; then ask about Mum and Dad's opinions of the walkers as well (*mad, they're looking for trouble*), and from these to deduce the meaning of *daft*.

Answers:

1. anoraks and boots; (thick sweaters) 2. because of the bad weather; because they were not properly dressed; (because they didn't listen to advice) 3. Long Pike 4. because they can't see anything 5. the police, Dad, Bill, the dogs (We don't know yet if Jane and Wyn were going to take part)

4 CHECKING UNDERSTANDING – SECOND READING

Students can do this individually and compare answers, or in pairs.

Answers:

1D, 2I, 3B, 4F, 5J, 6A, 7E, 8C, 9H, 10G

After you read 5 LOOKING AT LANGUAGE



Answers:

(a)

1. ours 2. his 3. yours 4. theirs 5. Yours 6. mine 7. Hers
8. mine 9. his 10. Ours

(b)

it's freezing; it'll snow; the weather's looking bad; it's not snowing yet; it's snowing now; it's snowing so hard; the wind's so strong

6 THE TOPIC AND YOU

The students could record this script on tape and then you could record some of the scripts the students have written, with the other students providing the sound effects.

How you read 7 DEVELOPING SKILLS

1. Go back to Jane's last speech or to Exercise 4 and get students to find all the ways of referring to earlier ideas using pronouns and check that they understand the references.

2. Each student could choose three to five expressions that he or she thinks will be useful and then write them in their vocabulary books.

For reading speed: the length of this text is about 554 words.

Unit 10

Farming

Summary of the unit

Topic: farming. **Text-type:** geography textbook.

Language: reference, synonyms, word families.

Task: writing an article. **Skills:** intensive reading, linking words.

Before you read 1 TOPIC

Students can do this individually or in pairs. Prompts may be necessary for the climate: e.g. what's it like in summer: dry? wet? hot? warm?

2 TEXT

Students can discuss these questions in pairs or small groups. Kind of book: school book; textbook; geography book. Sorts of information: the information in Exercise 1, plus other facts, descriptions etc.

While you read 3 PURPOSE – FIRST READING

Students can fill in the table as they read or at the end of a section. These tables and those in Exercise 4 are designed so that students can begin to develop note-taking skills; here they have to pick out the essential information.

Answers:

growing crops

crop: rice

climate: hot and rainy

rainfall: about 1800 mm

farm size: small

field type: small, level, earth walls

numbers of workers needed: a lot

raising livestock

animal: cows

farm size: small, 10 hectares

herd size: average 9

feed: grass, hay

4 CHECKING UNDERSTANDING – SECOND READING



Students can do (a) and (b) individually and then compare their notes.

Answers:

(a)

1. Repair the walls 2. Prepare the soil 3. Sow the seeds 4. Plant seedlings 5. Wait 4 months 6. Remove water 7. Harvest the rice

(b)

Every day: milk the cows **Summer:** repair sheds/cut hay

Autumn: plough fields/sow grass seed **Winter:** feed cows on hay

After you read 5 LOOKING AT LANGUAGE

(a) If students are allowed to write in their books, they can underline the three uses of "this" and the ideas they refer to or they can write the sentences out.

Answers:

(a)

1. This means that rice growing is labour intensive. (Rice growing requires a lot of work.) 2. After this, they must sow the seeds. (They have to prepare the soil.) 3. Farmers do this by hand. (The dairy farmer has to milk the cows.)



(b) This exercise is to help students remember the new vocabulary. Remind students to put in any necessary prepositions.

Answers:

(b)

1. requires 2. soil 3. surround 4. repair/beginning

(c) You could draw up two columns on the board and students can call out the words as they read the passage again. Alternatively, you can divide the class into small groups and give each a heading. When they've finished, students can write up their answers on the board.

Answers:

(c)

Rice: to grow, to harvest, to plant, to sow

Cows: to feed, to graze, to keep, to milk, to sow

6 THE TOPIC AND YOU

For both (a) and (b), remind students to use sequencing words/expressions from the text such as *then, after this, finally, every day, in the summer*.

(a) Depending on their background, some students may know very little about farming and they may have to do a little research on this either by asking their families or going to a library. Remind them that as it is for a textbook, the writing should be impersonal – no *I* or *We*.

(b) The writing for this will be less formal as it is for a school magazine. Students could use expressions such as *Every day you have to ...*

How you read 7 DEVELOPING SKILLS

Students can discuss what they should include in notes and what they should leave out, both of content and of language.

For reading speed: the length of this text is about 394 words.

SKILLS REVIEW:

See **How you read** in Unit One. Review students' development by looking at the relevant points of the Skills profile: 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14. This review is to help students reflect on their progress. Where they can use a skill effectively, they may note this in the **Comment** column. If they are not confident in using a skill, they should keep this target in mind for Book Two.

Unit 1

STUDENT'S BOOK TWO

Space Explorers – part one

Summary of the unit

Topic: conflict over resources. **Text-type:** comic strip.

Language: adverbials, word classes, word families.

Task: description. **Skills:** prediction and identifying text-type, opinion.

Before you read 1 TOPIC

This discussion can take place in the students' first language. They can discuss in groups of three or four before the feedback of their ideas to the teacher/whole class. Ideas that the headlines may suggest:

SCIENTISTS WARN EARTH IN DANGER: pollution; damage to the environment; the Earth is going to collide with an asteroid.

MINING MESS ANGERS FARMERS: conflict over the use of land; mining is damaging farmland.

DAMAGE TO FARMLAND: farmland cannot be used because of pollution/fire/flood.

PRICE OF GOLD TAKES OFF: gold has suddenly become more expensive.

The discussion should pick up on ideas about protecting the environment.

2 TEXT

Possible answers:

spaceship, clothes/spacesuits, people who look different from humans

While you read 3 PURPOSE – FIRST READING

Remind the students that both the words and the pictures contain information. Students need to think about the answer to question 8 as it is neither in the text nor in the pictures.

Answers:

1. In a spaceship (space shuttle). 2. There are mountains, open country and farmland. 3. To get rich; they need them; they're going to build on Mars. 4. Their heads are different; they're not in spacesuits; they're taller. 5. Because the mines are going to be on their farmland and the land will be spoilt. 6. Because there's a warning sign; because some Azzakians were killed. 7. Because they think that the Explorers are bad/greedy. 8. Because they don't respect/like them.

4 CHECKING UNDERSTANDING – SECOND READING

The answer to 7 is implied rather than stated; the answers to 4 and 10 rely on interpretation and could provoke discussion. Students could work individually and then compare answers or they could work in pairs to decide on *true* and *false*.

Answers:

1. False: They wanted to make mines for themselves. 2. True
3. True 4. False: They put up the fence to keep the Azzakians away from the mines. 5. True 6. True 7. False: They don't farm in the mountains. 8. True 9. False: They wanted to help them with food but not with land. 10. The question should generate discussion. The answer is ambiguous, because we don't know whether the Explorers in Picture 11 are repeating a warning or telling the Azzakians for the first time.

After you read

5 LOOKING AT LANGUAGE



(a) Students can do this exercise individually or in pairs. They can check in the text to help them find the right answer.

Answers:

(a)

Wednesday 6 August 2194

This morning we explored the farmland; we had excellent results. Then *this afternoon* we talked to the Zaks: they don't want us to mine here, but up in the mountains! We need the good metals *now* because we're going to build the space station on Mars *next year*. Frank says *in two years* we'll be rich, then we can go and live on Earth again.

(b) *-ing* forms have different uses in English. Here the students are asked to distinguish between the *-ing* of the present progressive form in *we're going to*, *you're using* and nouns and gerunds in the text.

Answers:

(b)

This morning. Farming is impossible. Mining is going to cause trouble. They wanted to stop the mining. There are warnings. Killing our people is wrong. Stealing our metals is wrong.

(c) Students can work in pairs on this. They are looking for words which in the story are related to the two themes.

Answers:

(c)

mining: gold/metal/mine/diamonds/rare metals/holes/build

farming: farmland/plant/cattle/grow/farms/crop/graze

6 THE TOPIC AND YOU

Students can work in pairs or groups of three or four to do this. If you choose to use small groups, they can work together to draw a rough map and then divide the work so that some write the descriptions while others draw the final version of the map. Prepare the descriptions for homework.



How you read

7 DEVELOPING SKILLS

There is a list of the skills studied in Book Two at the end of the Student's Book; you will also find a full table of the skills included in the introduction on pages xi to xiii, which includes suggestions and comments for you.

Much of this discussion will be in your students' first language, but you will want to encourage answers in English. You may want to start this as teacher-to-class discussion but, in later units, use pair and small group discussion. The students may not be able to use these skills in either their first language or in English yet, but this exercise is intended to start the process and set targets for them to achieve as they progress through the course. You will need to get the students interested in the reading process, but don't spend too long on this in any unit. At the end of every fifth unit, we suggest you review their progress by going through the

relevant sections of the Skills profile. Where individuals feel they have mastered particular skills, they can tick them off in the **Comment** column. Don't forget to carry over the students' record of skills from Book One.

1. Explore the predictions we make based on text-type.
2. Point to the way that pictures in a comic strip carry part of the story.
3. Get students to say what they think of the story: reading is about pleasure as well as understanding.

Refer to the introduction if you want more information on these topics.

For reading speed: the text length is about 446 words. The target speed is 2.5 to 3.5 minutes, slightly slow because there are pictures to "read" as well.

Unit 2

Space Explorers – part two

Summary of the unit

Topic: adventure in space. **Text-type:** reader chooses story path.

Language: simple vs continuous tense, compound nouns.

Task: story telling. **Skills:** reading for gist, prediction.

Before you read 1 TOPIC

Use the picture to recap the story from Unit One, and particularly the end. Next ask students to read the three questions and tell you if they need any explanation. Then they work on their own and note possible answers, in their first language if necessary. Once they have done that, they work in pairs to compare ideas. Monitor the discussions. If you are satisfied they have all got some ideas then there is no need for a full class report; otherwise get about five pairs to contribute one idea each which you write up on the board. The ideas do not have to be correct, just possible.

2 TEXT

The text is of a type popular for teenage stories where the reader can choose from alternative actions and so produce different versions of the story. Make sure the students understand what to do if they are not familiar with this. There are about fourteen different routes through the story, as short as paragraphs 188, 192 and 194, or as long as paragraphs 188, 192, 197, 195, 196, 191, 190 and 193. There are three endings; paragraphs 189, 193 and 194.

In this unit the length of texts varies according to the route: from 298 to 658 words, so reading speed will vary. You will need to allow 15 minutes for reading in case some choose a long route; those who finish sooner can try other routes.

Tell the class to try other routes.



While you read 3 PURPOSE – FIRST READING

At the end of the first reading, ask students which of them were alive and which were dead at the end of the first route they took. Now check which of their ideas in Exercise 1 turned out to be accurate. If you want, get students to work in pairs and compare

what happened to each of them.

4 CHECKING UNDERSTANDING – SECOND READING

You need to have read all the sections to answer all these questions. Your students may not have read them all, so they will have to say they do not know some of the answers. When they have answered as many questions as they can, have them work in groups of three or four to see if they know all the answers between them. Question 12 is designed to help them think more deeply about the story.

Answers:

1. While I was talking to the other Explorers. 188 2. Because it was dark, the sky was black. 191 3. While I was resting. 195 4. Because he was afraid the Azzakians would kill you all. 197 5. Someone was talking on the loudspeaker./Someone was calling us to guard the fence./ The Azzakians were making a lot of noise. 188 6. The spaceship started to move faster; then it exploded. 189 7. When I ran./While I was running towards the spaceship. 195 8. Because it was too late to help the others. 196 9. Through a change in gravity./Through making the sky dark./Through talking to the spirit of the planet./With the help of the spirit of the planet. 194 10. Because Astor and Mirja leave you on Azzaka. 193 11. Because the gravity had become so powerful. 193 or 195 12. Many possible answers.

After you read 5 LOOKING AT LANGUAGE

(a) Students could do this in pairs so they can pool knowledge. The first action, in the continuous/progressive/-ing form, is an action that had duration and was going on when the second action started. The second action, the simple form, was comparatively short and was definitely completed. In this kind of sentence the progressive form gives background information.



Answers:

(b)

Louis was a Space Explorer: One day, while he was *working* in an asteroid mine, a strange thing *happened* to him. He had taken the landing shuttle and left the mother ship. He *went* down into the mine; as usual, he *wore* / *was wearing* his spacesuit and helmet with a mining lamp. Suddenly he *heard* Freda calling him on the radio: "Come back to the ship quickly." While he *was flying* back to the mother ship, he *saw* a smaller asteroid hit the asteroid where they *were mining*. Both *broke* into many pieces. He called Freda, "Did you see that? Wow, am I glad you *called* me!" Freda said, "I'm very glad you're safe, but who called you? It wasn't me."



(c) The second word (the final word) is always the main word e.g. a home computer is a type of computer; a computer game is a type of game.

Answers:

(c)

A spacesuit is a suit that is used in space.

A laser fence is a fence that contains lasers.

A diamond mine is a mine where you find diamonds.

WHERE?

space station, asteroid mines, space explorers

CONTAINS?

science fiction, adventure story, guard house

WHAT FOR?

farmland, mining lamp, warning signs

Note: There are a number of multi-word verbs (also known as phrasal verbs) in this story: you may want to check that the students recognise these as a verb that has two parts; that the pronoun object (if there is one) is placed in between the two parts and the noun object can be at the end or in the middle.

wake up

turn off the fence

pull her up

get up

turn on a light

turn it off

take off

get your breath back

6 THE TOPIC AND YOU

You may like to encourage students to imitate the presentation by writing one paragraph and then providing two alternative paragraphs to follow. Decide which students can work alone, and which ones will do better in pairs.

Some students may be able to use their ideas from Exercise 1 either to continue the story, or to write a different one. When they have finished writing, get them to exchange stories so others can comment on them and, if you want, suggest revisions of the language and spelling.

How you read **7** DEVELOPING SKILLS

- 1.** This question is to get them to think about what they have done, and what is different about choosing the way through the text. You may want to talk about interpreting and understanding stories. Do they like stories to have only one ending?
- 2.** This is about reading for gist.
- 3.** They knew about the explorers and the Azzakians, and about the conflict. It will be relevant here to review how their predictions in Exercise 1 matched some of the story.

Refer to the introduction if you want more information on these topics.

Unit 3

All sorts of things

Summary of the unit

Topic: collecting. **Text-type:** article from school magazine.

Language: definitions, use of *too* & *very*. **Task:** poster display.

Skills: scanning, skimming, giving an opinion.

Before you read 1 TOPIC

Have the students copy out the questionnaire. Check that they know the word *swap* or *exchange* for the fourth question, and that they know words such as *stamp* and *coin*. Be prepared to supply other words if they need them. Either allow the students to walk around the classroom asking and answering, or for a more controlled activity, put students into groups of four and number the students in each group: A, B, C, D. Then they take turns to interview each other in pairs: A-B, C-D; A-D, B-C; A-C, B-D. If a student says "no" then that is entered on the form.

Check the answers to the two questions after the questionnaire.

2 TEXT

The presentation and layout of the text should suggest to the students that this is not a commercially produced piece. It is produced cheaply, written on a typewriter by people who are not professional writers. The pictures are of different things which people like to collect.

While you read 3 PURPOSE – FIRST READING

Check that the students understand the questions, and remind them that the first reading is simply so that they can answer these questions.

Answers:

1. An event where people exchange duplicates or swap something they don't want for something else
2. 100 years old
3. Because of the history they record
4. On a postcard
5. Very old ones
6. Opinion – they may say they don't think any of them are interesting

4 CHECKING UNDERSTANDING – SECOND READING

Students can work in pairs to fill in this table. The 0 category is designed to help students with reading for information, so that they realise what information is missing as well as what is included.

Collection	Old	Modern	Different countries	Theme	Special item
Dolls	✓	✓	✓	✗	German doll
Postcards	✓	0	✗	local	✗
Coins	✓	0	✓	1936	1932 Florin
Stamps	0	0	0*	flowers	✗

* Stamps: *countries* are not mentioned; however, they are implied so ✓ is also possible.

After you read 5 LOOKING AT LANGUAGE

(a) Students may find this tricky; if so, explain that *too* has a negative result or implication in English, it suggests the quality is excessive or unacceptable; *very* does not carry this implication.

Answers:

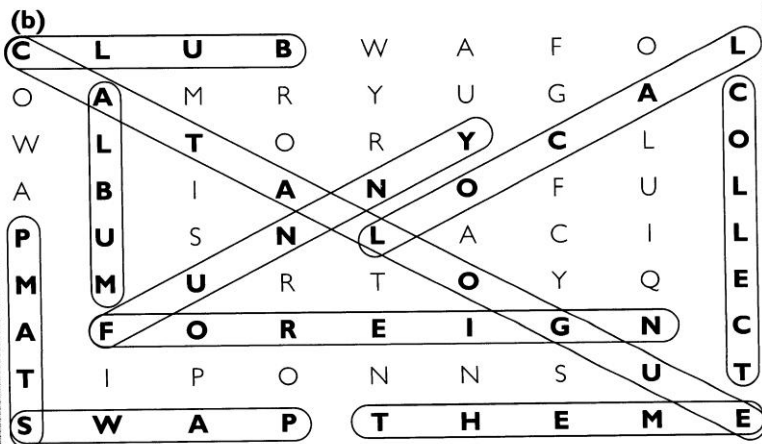
(a)

1. too 2. very 3. too 4. too 5. very 6. too 7. too 8. very 9. too
10. very



(b) Students can do this in pairs in class, or individually for homework. Remind them that the words can go bottom-to-top as well as top-to-bottom.

Answers:



1. club 2. collect 3. swap 4. stamp 5. theme 6. funny 7. album
8. catalogue 9. foreign 10. local

6 THE TOPIC AND YOU



If some of the students want to do (b), help them devise suitable information headings e.g. what their hobby is, why they like it, how much time they spend on it, how much money it costs etc.

How you read 7 DEVELOPING SKILLS

1 and 2. Discuss with the students why they change reading style and when it is appropriate to scan and skim.

3. Encourage the students to express their opinions (use the native language if necessary), and to justify what they say. The intention is to make them more critical of what they read.

Refer to the introduction if you want more information on these topics.

For reading speed: the length of the text is about 586 words (target speed 2.5 to 3.5 minutes).

Fashion

Summary of the unit

Topic: fashion. **Text-type:** computer program.

Language: collocations, relative clauses. **Task:** description of dress.

Skills: deducing vocabulary, comprehension and reading purpose.

Before you read 1 TOPIC

You may want to bring into class magazine pictures of current fashions for teenagers, men and women. These will be of help in stimulating discussion. Do this introduction either with the whole class, or with students working in groups of three or four. When the groups finish, ask one group for their answer to the first question, then get another group to answer question 2 and so on.

2 TEXT

Explain that the text reproduces what you would see on the computer screen. Each section is called a *screen*, like a *page* in a book. The choice of what to read is given in the menu in the window (box) at the bottom of the screen.

Possible answers to the last question:

the computer replaces a person;
the program in the computer can be changed easily;
it's flexible, telling people only what they want to know;
it's modern, and will attract people.

While you read 3 PURPOSE – FIRST READING

Check that the students understand the questions, and realise that they do not have to read the screens in any particular order.

Answers:

1. Introduction; being fashionable; dressing to shock; hairstyles; kids' gear (i.e. children's clothes; these are slang terms); men's fashions; women's fashions.

Answers continued:

2. jewellery to room six on the first floor;
punk clothes to room five on the first floor;
wigs to room two on the ground floor;
teenage fashion to room four on the first floor;
the fashion industry to room one on the ground floor;
embroidery to room three on the ground floor and room six on the first floor.
3. Clothes, hairstyles, jewellery, wigs, shoes, cloth, length of hair and skirts, what different people can wear – all these things are mentioned.

4 CHECKING UNDERSTANDING – SECOND READING**Answers:****(a)**

The plan should show:

ground floor: being fashionable, entrance hall, hairstyles, men's fashions;
first floor: dressing to shock, kids' gear, women's fashions.

(b)

Each answer will be differently phrased, but the information included should cover:

A fashion changes what clothes, shoes, hairstyles (also jewellery) look like;

a fashion is first seen as different, then it becomes popular, and finally it goes out of date (becomes boring);

choosing a fashion may say that you are smart/up to date/fun/modern/wealthy/(aggressive).

(c) This exercise may only be appropriate for the more proficient students in your class. There are lots of possible answers, but any answer should show good understanding of what the museum contains and offers, and include an imaginative appeal to visitors.

After you read 5 LOOKING AT LANGUAGE

(a) This exercise looks at possible collocations of words. Students should not simply find the collocations in the text, but think of others, using the words from the text.

Answers:

(a)

fashion museum of; new/exciting/shocking/surprising/popular/boring/
out of date; – industry
hair -styles; short/long/coloured/plaited/curly/spiky
clothes colourful/exciting/bright/brightly coloured/long/beautiful/
fashionable/practical/working
t-shirt embroidered/new/torn/colourful/bright/fashionable
jeans blue/torn/new/embroidered

(b) There are lots of possible answers which require the students to use their imagination a little.

Possible answers:

(b)

I liked the earrings which were in the display.
I hated the spiky, coloured hair which the punks had.
My friend wanted the silver buckles which were on the men's shoes.

6 THE TOPIC AND YOU



Students can prepare their drawings and bring them to class. At the start of the session get one or two students to describe their pictures in order to show the others what they are meant to do in their groups. Monitor the groups to ensure that they use English.

How you read 7 DEVELOPING SKILLS

1. Ask students to volunteer examples of words they did not know when they first read the text. Go through the procedure outlined here to show how they can work out, rather than wildly guess at a probable meaning.

e.g. *and had spiky, coloured hair* The word goes with *hair*, ends in a *y*, is in front of a noun, so is probably an adjective; since the topic is fashion this must be something you do with your hair, it doesn't refer to colour, so it might be the other thing you can change about your hair, its shape or length. This does not get the precise meaning but brings you very close. For the precise meaning you will have to look in a dictionary.

2. The purpose set by the questions in Exercise 3 required scanning for the topic of each screen, then scanning to find the location of each topic listed, and finally reading for the gist to see what was changed by fashion. It is possible to do this without understanding many words – such as *spiky*.

3. This question aims to get students to reflect on facts they may have acquired from reading the text (e.g. Dior launched the New Look in 1947; there was a fashion called “the New Look”), so that they realise the course is not just about learning English.

For reading speed: the length of the text is about 920 words.

Discoveries in medicine

Summary of the unit

Topic: history of medicine. **Text-type:** extract from textbook.

Language: word discrimination, word fields, conjunctions.

Task: search for information, a display. **Skills:** reading speed, intensive reading.

Before you read 1 TOPIC

Students work in groups of three or four to discuss this task. These notices might be put up by a public health authority. The authority wants to prevent the spread of disease, or warn people of ways that diseases spread. The notices would be in public places. Other messages might be about washing hands, the dangers of smoking, or AIDS. Check that the students know about diseases which are carried by mosquitoes (malaria, yellow fever, dengue).

2 TEXT

Answers:

Answers about topic should include: doctors, disease, history of medicine, public health. Four main ideas, because there are four headings.

While you read 3 PURPOSE – FIRST READING

Depending on the general knowledge of your students, they may want to try to answer these questions before reading the text and then check their answers whilst reading.

Answers:

1. Because healthy people have longer, better lives. 2. Bad air from nearby marshes. 3. Through the invention of the microscope. Looking through a microscope. 4. Through experiments that showed that some bacteria made food go bad. 5. Through antiseptic surgery. By killing germs in the cut. 6. Because new diseases appear. Because bacteria learn to resist medicine.

4 CHECKING UNDERSTANDING – SECOND READING

(a) Time the second reading so that students can check their reading speed.

(b) Students can do this exercise and then compare answers in pairs, or you may let the slower students work in pairs from the beginning.



Check their answers, after which they should write the correct versions of the sentences individually. They may do this for homework.

Answers:

(b)

1. True 2. True 3. False: People thought, wrongly, that bad air caused diseases. 4. True 5. False: Their explanations were not scientific. 6. True 7. True 8. False: Sewers were built to carry away the dirty water where bacteria lived. 9. True 10. False: Society has to decide whether to spend more money.

(c) Students can work in pairs to devise the questions. Then have them change partners so that they can ask each other their questions. You can monitor their questions as they write them. They may have to invent their answers where the information is not in the text.

Possible questions include:

(c)

When did you first use a microscope?
Did you think that bacteria caused diseases?
Will we find new ways to stop diseases?
How did you find that bacteria travel through the air?
Have you heard how I stopped hospital disease?
Why did you become interested in bacteria?
How can we use good bacteria?
Have you found it difficult to change people's ideas?

After you read 5 LOOKING AT LANGUAGE



Have students work on their own for (a), (b) and (d); they can work in pairs for (c).

Answers:

(a)

cold, AIDS, malaria, plague, cholera, typhus, "hospital disease" (sepsis).

Answers:

(b)

We prevented them from getting malaria./They didn't get malaria.

We treated them for malaria./They got medicine.

We cured their malaria./They got better.

(c)

Organism is to bacteria, as scientist is to chemist, and as disease is to cold. *Organism*, *scientist* and *disease* are all general terms; *bacteria*, *chemist* and *cold* are specific examples. If students have problems with this, give them the word *scientist* and see if they can then complete the sentence.

(d)

1, 5 *so that* (as a result)

2, 4 *why* (for what reasons)

3, 6 *because* (the cause of)

6 THE TOPIC AND YOU



For both tasks students will need access to an encyclopaedia or library, so they may do this preparation as homework. Let them work together in pairs or small groups. Pin the displays up so they can see each other's work and other classes can also view it.

How you read 7 DEVELOPING SKILLS

At the end of this unit, go through the Skills profile at the back of the Student's Book, referring to the topics covered in Units One to Five. This review is to help students reflect on their progress. Where they can use a skill effectively, they may note this in the **Comment** column. If they are not confident in using a skill, they should keep this target in mind.

1. For reading speed the length of the text is about 927 words. The target speed is 4.5 to 6.0 minutes (slightly slow because of the ideas). If some students report difficulty understanding the text, check their reading speed. If it is slow, discuss the possibility that their slowness hinders understanding.

2. The point here is to make sure that the students skim the text first, and do not try to read the text in one, slow attempt. They should use ideas from Exercises 1 and 2 to help them.

3. When inefficient readers become stuck by a problem they tend to go back and repeat what they have already read. This is not as helpful as reading on for a few lines before going back, if they need to.

Refer to the introduction if you want more information on these topics.

Unit 6

STUDENT'S BOOK TWO

Can we help you?

Summary of the unit

Topic: personal problems. **Text-type:** letters to a magazine.

Language: matching word and definition. **Task:** writing advice.

Skills: coping with new vocabulary.

Before you read 1 TOPIC

Students may feel happier discussing these questions in pairs or small groups to begin with. The questions aim to depersonalise the issues, so that students can talk in general rather than personal terms. To finish the task you may wish to find out three common problems and sources of advice with the whole class. Ask three volunteer groups for the problems that they identified, write up the shared problems, and then ask which of these other groups also mentioned. Do this with the sources of advice too.

2 TEXT

Is there a nationally known "Agony Aunt" in your country? You could refer to this column. The clues are: letters, the headings, the initials instead of names. The advice is missing.

While you read 3 PURPOSE – FIRST READING

The discussion of the pictures could take place in the students' first language but get answers in English. Give the students a time limit to match picture and letter as this is a limited purpose and requires them to skim. The discussion of the possible solutions can take place in pairs or in groups of three or four.

Answers:

Picture 1 – Letter (DS) **Picture 2** – Letter (CW)

Picture 3 – Letter (AL) **Picture 4** – Letter (BK)

4 CHECKING UNDERSTANDING – SECOND READING

(a) Students work individually to read each answer and match it with a letter. After checking the answers, you may want to pick out the ways of making suggestions that occur in the answers:

I think/don't think you should ...; Perhaps you could ...; If you ..., then you could ...; don't worry about ...; Why don't you ...

Answers:

(a)

No Privacy – A Not a Football Hero – B No Free Time – C

(b) This is to help students recognise reported suggestions.

Answers:

(b)

1. B 2. C 3. A

After you read 5 LOOKING AT LANGUAGE



Students can work on their own and then compare answers.

Answers:

1. sailor 2. except 3. share 4. mess 5. noise 6. pick on
7. including 8. threaten 9. muscle 10. inquisitive 11. disturb
12. attract 13. appreciate 14. neighbour

6 THE TOPIC AND YOU

(a) Use the replies in Exercise 4 as models. It is important that students read each other's answers and comment on the content.

(b) The exchanging of letters and answers may mean that the reader has to ask the writer to redraft so that the message is clearer. This task gives the students the opportunity to create their own reading texts.

How you read 7 DEVELOPING SKILLS

These questions focus on vocabulary, and strategies that will help students cope with new words.

1. Some words may be understood in context, even if the meaning is not completely clear. Make sure the students realise that often this will be enough for their purpose.

2. Again this makes the point that readers do not need to understand every word. Where they do need to find out the meaning of a word, there are many ways to do this: a monolingual dictionary, a bilingual dictionary, asking a friend, asking you, the teacher. If dictionaries are available check that the students know how to use them.

3. Although your students may have established routine ways of recording and learning new vocabulary, it is useful to review these, and get the students to consider new or different techniques. Also get the weaker students to think about ways to improve what they do.

For reading speed: the length of the text is about 409 words (letters), 296 words (answers).

If a star used it, would you buy it?

Summary of the unit

Topic: advertising. **Text-type:** article. **Language:** word puzzle.
Task: analysing/writing advertisements. **Skills:** comprehension and reading purpose.

Before you read 1 TOPIC

First, students will have to work in pairs, taking it in turns to ask and answer the questions. Then, in groups they can collate the information. Ask one group for its replies; you may like to pick up points on the influence of advertising and particularly the answers to question 5.

2 TEXT

At this stage, you could show students some magazine or newspaper advertisements available locally, or advertisements for familiar products taken from English-language magazines. Later on, you may want to compare them with the advertisements in the article. For Exercise 6, you may use these and also get students to bring in other advertisements. The advertisements don't have to be in English: students can answer the questions in English, using the suggestions in the answers to question 5 of the questionnaire.

While you read 3 PURPOSE – FIRST READING

Students need to locate these topics and find out what is said about them.

Answers:

famous people paragraphs 1, 2 & 3

for and against advertisements paragraph 8

honesty paragraph 7

product placement paragraph 1

promise of happiness paragraph 6

something for everyone paragraph 4 **or just for a few** paragraph 5

Check that the students can tell you what the article says about each of these topics.

4 CHECKING UNDERSTANDING – SECOND READING

Check that the students understand statements (a) to (f). Get them to list the advertisements and then identify the main message, e.g. (a) for Dentacreme, and any other message, e.g. (f) for Dentacreme. You may want to work through an extra example with them.

Advertisement	Main message	Other message
e.g. <i>Dentacreme</i>	a	f (love)
Tube Bikes	b	e
Dorcobon	d	f (smart)
Spike	c	e
Stratton	f (romance)	
Holland	f (happiness)	
Jefferson	e	
Constructo	e	
Samia	no hidden message or d	

After you read

5 LOOKING AT LANGUAGE



Students can do this on their own and check their answers in pairs. Students should try and work out the word from the definition and then check it against the jumbled word.

Answers:

1. advertisement 2. brand 3. expert 4. jeans 5. message
6. persuade 7. popular 8. product 9. special 10. toothpaste

6 THE TOPIC AND YOU



(a) Get the students to collect advertisements, and collect some yourself. Give them three to five each to work on. They can discuss the classification in pairs if necessary, but should be able to complete the work individually.

(b) Students can work in pairs and use their imagination to the full – it doesn't have to be something that will work, rather something to amuse other people. The main point is the advertisement, what it says and how it says it. Does each pair know what message(s) they are using?

How you read **7** DEVELOPING SKILLS

1. Focus in particular on Exercise 4. Look at one paragraph in the text and get students to think about what parts they need to understand to get at the idea about the message of the advertisement, and which parts are not necessary for that.
2. Hopefully, this question will be addressed to weaker students. Be prepared to analyse their problems and think of solutions.
3. The answers here may help the weaker students as others describe what they have learned to do more effectively as readers.

Refer to the introduction if you want more information on these topics.

For reading speed: the length of the text is about 818 words.

Unit 8

STUDENT'S BOOK TWO

Do you your heart?

Summary of the unit

Topic: heart disease and health. **Text-type:** public health leaflet.
Language: reference and connectives. **Task:** writing a questionnaire, making a poster. **Skills:** organisation and connection of ideas in a text.

Before you read 1 TOPIC

Get the students to work in groups of three or four. Check that they have worked out that a surgery is the place where a family doctor works, and, more importantly, that they understand this meaning of exercise – physical exercise or sport.

Possible answers:

to get people to find out about heart trouble
to get people to take more exercise
to get people to find out which foods are good for them
to get people to lead healthier lives
to make people realise that what they do and eat affects their health

2 TEXT

This is linked to the previous activity, and you may ask students to go on working in their groups. In some countries you would find a leaflet like this in a doctor's surgery, health clinic, public library or in a hospital. It might be produced by a government department or an international agency. It is intended particularly for teenagers and young adults.

While you read 3 PURPOSE – FIRST READING

Students should now be able to do this stage on their own; however, you may want to let slow learners work together in pairs.

Answers:

(a)
Heart trouble, food and exercise.

(b) If the students ask questions that are not answered, suggest that they find the answers somewhere else.

Possible answers:

(b)

heart trouble: How can you prevent heart trouble? Is there a way of telling who is in danger of a heart attack? What is heart trouble?

food: Which foods are good? Why are they good for you? Can I eat some bad foods? Is it the food or how much I eat that is important?

exercise: Will you live longer if you exercise? What sort of exercise should I take? How often do I need to exercise?

4 CHECKING UNDERSTANDING – SECOND READING



(a) Students do this on their own.

Answers:

(a)

1. less 2. increases 3. prevent 4. reduce 5. less 6. cause
7. more/prevent 8. Reduce/more

(b)

bananas ✓ biscuits ✗ carrots ✓ dairy products ✗ fried potatoes ✗
jam ✗ ice cream ✗ nuts ✓ Choco Bars ✗ apples ✓ cake ✗
sweets or candy ✗

After you read

5 LOOKING AT LANGUAGE



Students can work on their own or do this for homework.

(a) This exercise gets students to look at ways of referring in the text. Tell the students to start from the section headed **What is heart disease?**

Answers:

(a)

This leaflet tells you about the disease – the leaflet you are reading

How does your heart work?

The heart muscle needs a good supply of oxygen and gets this – a good supply of oxygen

These arteries branch off – coronary arteries

Answers continued:

How does it start to go wrong?

These changes – arteries may get hard ... narrow ... fat is deposited ... the heart gets covered in fat

What happens then?

the heart is having to work much harder like this – When the arteries get too narrow or get blocked

This kind of pain – a heavy pain

Which people get heart disease?

it is increasing in these countries – other countries, like Japan

Do you take any exercise?

these activities – athletics to yoga, and the activities in the pictures

(b) Tell the students to find examples from the text. Make sure they understand the difference between a cause and a result.

Answers:

(b)

The first thing is the cause of another: *consequently, so, so that*

These changes reduce the blood supply to the heart, so the heart muscle itself gets less blood ...

The blockage may be so serious that the heart stops working completely ...

Cigarette smoke reduces the amount of oxygen in the blood. Consequently, the heart has to work harder.

The first thing is the result of another: *because*

It is increasing, because people are changing the way that they live.

Two ideas are contrasted: *but, however*

You may be young and active, but this leaflet is for you.

... the percentage is very much lower. However, it is increasing ...

Swimming hard is better for you than a walk in the park, but that (a walk in the park) is better than watching television.

6 THE TOPIC AND YOU

(a) The questionnaire should be short and simple. Get students to think about how to make questions easy and neutral; questions should only ask one thing, and should allow people to answer for or against the topic. So they might ask questions like:

At what age does heart disease start?

Are fatty foods good or bad for you?

What sort of exercise is good for you?

If possible, let them ask students from another class to answer their questionnaire, after which they can show the results.

(b) The students should take ideas from the text, but present them as things to do. Put the more attractive posters up in the class for a few days.

How you read 7 DEVELOPING SKILLS

1. This question is for students to look at the progression of ideas from: describing the danger; what heart disease is, what causes it, who is at risk, to: avoiding the danger; not smoking, eating healthy food, taking exercise.

2 and 3. These questions are for students to reflect on what they found out in Exercise 5.

For reading speed: the length of the text is about 1199 words.

A Popular Hero

Summary of the unit

Topic: attitudes to crime and justice. **Text-types:** programme note, play text. **Language:** connotation. **Task:** narrative/presentation on heroes. **Skills:** noting new phrases, identifying the text-type, opinion.

Before you read 1 TOPIC

Get students to think of answers in pairs; then ask for names. Ask for details about two or three of them, and concentrate on folk heroes rather than war heroes and how far they are figures of myth.

2 TEXT

Answers:

Programme note continuous prose; gives information about the period, the people; identifies themes; illustrations.

Play dialogue; act and scene number; identifies setting; characters' names.

While you read 3 PURPOSE – FIRST READING

You may want to warn students that the text does not give them all the answers. As a result of this, students are forced to read the text carefully. They should work on their own before comparing answers.

Answers:

Robin Hood 1. from England 2. early 13th century 3. not clear "he helped the poor" 4. we don't know/we're not told 5. we don't know Robin Hood may not have lived, and the stories may not be true

Ned Kelly 1. from Australia 2. 19th century 3. songs say he gave it to the poor 4. he was hanged 5. we don't know, some of the stories may not be true

4 CHECKING UNDERSTANDING – SECOND READING



Students can do this in pairs or you could build up the table on the board from student answers. If the students' first reading showed good understanding, then you could give this for homework.

Answers:		
	Robin Hood	Ned Kelly
Same things	outlaws, had gangs, robbed the rich, hid in the forest/bush, gave to the poor, killed governors' men, remembered as brave and just	
Different things	don't know if he really lived lived in 13th century England	was a real person lived in 19th century Australia captured and hanged

While you read 5 PURPOSE – FIRST READING



Check that the students understand the questions. Then if you want you can set the reading for homework.

Note that an *overseer* (Kate's third speech) is someone put in charge of other workers on a farm.

The questions require close reading. Students may work in pairs when deciding on the answers.

Answers:	
1. Gaunson 2. no, he said Kelly must be punished 3. "a bad man. He's guilty of murder and robbery." 4. because the police do a difficult job 5. in prison 6. no 7. the farmers, because he wanted liberty and justice for them	

6 CHECKING UNDERSTANDING – SECOND READING



You may get the students to work in pairs or small groups; if you want, set some to work on 1, and the others on 2. The two sides then exchange letters to read. Individuals may write the letter for homework and bring it to class to exchange.

Answers:**For hanging**

state gets rid of
dangerous people

Against hanging

the state murders people

For hanging Ned Kelly

killed three policemen
the most dangerous criminal ever
seen in Victoria

Against hanging Ned

Ned is good
killed to protect himself
the petition
had taken to crime in order to live
he fought for poor farmers

After this reading, if you have time and want to, you could organise the class in groups to read the scene out loud. Do this if the students are confident enough; do it if it is going to be fun, and will bring the written dialogue to life.

After you read 7 LOOKING AT LANGUAGE

This exercise gets students to consider connotations in meaning and to look for synonyms. Provide dictionaries if necessary, or help students work out the meaning if none are available. Give (a), (b) and preparation of (c) for homework if the students can do this individually.

Answers:**(a)**

criminal: outlaw, murderer

Differences: a criminal – someone who has broken the law; an outlaw – a criminal in the past, who was not protected by the law – so anyone could kill him/her; a murderer – someone who has killed a person illegally.

(b)

good innocent/just/brave

bad dangerous/unpleasant/greedy/guilty/foolish/unjust

(c) Remind students that the reporter would not know the details of what was said. This exercise will give them practice in asking questions, and, as the Governor, in reporting speech. Have them change partners when they change roles.

8 THE TOPIC AND YOU



The displays may be about living as well as historical figures. Think of two or three ideas yourself, so that you can suggest names if necessary. Students can gather some material and information for homework. Make sure that the displays are put up somewhere so that other groups, and classes, can look at them.

How you read 9 DEVELOPING SKILLS

1. Students should know that their reading is a useful source of phrases that they can re-use. Any reason is good for choosing; whatever it is, it may help them retain the phrase. The final part is to get them to reflect on how they learn and what strategies work for them.
2. Here they should reflect on what their expectations were, and what they were able to predict from these.
3. Readers should have opinions about what they read. You may approach this as a discussion of the scene: is it dramatic, interesting, and of the ideas: do you agree with the Governor or with Kate and Gaunson.

For reading speed: the length of the texts is about 379 words (programme note) and 720 words (play script).

Unit 10

The Bermuda Triangle

Summary of the unit

Topic: true mysteries. **Text-type:** chapter from book on mysteries.

Language: synonymous words & phrases. **Task:** presenting

explanations. **Skills:** review of the skills being learned.

Before you read **1** TOPIC

If students are unfamiliar with newspaper headline style, point out the use of ellipsis, and help them expand the message. The students can work in groups of three or four to come up with their ideas.

2 TEXT

The students now need to relate their ideas about the headlines to the blurb from the back of the book. The groups may modify or add to their original ideas. They need to note down their ideas as they will check them against the text. They are setting their own purpose through their interpretation of the headlines, illustrations and blurb.

While you read **3** PURPOSE – FIRST READING

Ask for three to five predictions and write them up on the board so that the class can refer to them after reading the text.

When the students have read the text, you may compare their predictions with what is in the text. Explain that predictions are helpful for getting started, but they do not have to be correct; as the students read, they should review the predictions and modify them in the light of new information. Discuss with them why and when they modified their predictions. Refer to the introduction if you want more information on these topics.

4 CHECKING UNDERSTANDING – SECOND READING

(a) Help students check their reading speed by timing them; you may want to discuss Exercise 7.1 now.



(b) Students work individually. If necessary, point out that the information in the first clause is contrasted with that in the second by the use of *but*. Expect some variation in the answers as there is more than one way to express the same information.

Answers:

(b)

2. There were 14 men on board but (or 14 people were in the planes but) 3. They had the best equipment on board but (or The planes had good equipment but) 4. The pilots could speak to each other but 5. The planes contained life-rafts but 6. Many planes and boats searched the area but



(c) Students work individually to develop their note-taking skills.

Answers:

(c)

THEORY

planes carried off

sources of power under the sea interfere with magnetic and electronic equipment

waves and winds break up boats and planes

magnetic variation could break up a plane

gas from the seabed could produce big waves and explosions

WHO/WHAT

by UFOs

machines and sources of power now under the sea

tsunami and strong winds

disturbed magnetic variation

methane gas from the seabed

SUPPORT

there are other planets, so there must be other intelligent creatures

there were very intelligent people on Earth millions of years ago

the Triangle is in an earthquake belt

the Triangle has different magnetic properties

methane gas on the seabed

After you read 5 LOOKING AT LANGUAGE

Students may work in pairs. The exercise focuses on synonyms and paraphrases.

For the second part of the exercise the students create definitions or find synonyms.

Answers:

Flight 19 – 5 US navy planes

disappeared – not one trace of the planes was found

flying saucers – UFOs (unidentified flying objects)

tsunami – large waves

not stable – varies (in strength)

compass – instrument for showing direction

life-raft – small rubber or wooden boat for use in an emergency

humans – people

crash – sudden accident

wreckage – broken bits of a plane or ship after a crash or wreck

6 THE TOPIC AND YOU



These ideas may be written up as poster displays or given as oral presentations, as the students choose. Preparation for this can begin in class when students devise explanations in groups of three or four. Each member of the group can prepare part of the display or presentation of the idea for homework. Make sure that the explanations are full and clear so that they can be understood by the groups who read or listen to them.

How you read 7 DEVELOPING SKILLS

At the end of this unit, go through the Skills profile at the back of the Student's Book, referring to the questions used in Units Six to Ten. This review is to help students reflect on their progress. Where they can use a skill effectively, they may note this in the **Comment** column. If they are not confident in using a skill, they should keep this target in mind for Book Three. Make sure the record includes skills developed in Book One.

1. Review their progress in learning to read faster.
2. Review ways that they can make comprehension easier, such as finding out more about the topic.
3. Get students to reflect on the strategies which have helped them grasp ideas more quickly. These might include; skimming and rereading, thinking about their predictions, changing predictions quickly when they do not fit.
4. Students should use these skills in all their reading, in any language, at school or at home.

Refer to the introduction if you want more information on these topics.

For reading speed: the length of this text is about 812 words.

Unit 1

Letter from a country school

Summary of the unit

Topic: preferences about school. **Text-type:** newspaper article, letter. **Language:** paraphrase, order of ideas. **Task:** writing a letter. **Skills:** reading speed, strategies for new vocabulary.

Before you read **1** TOPIC

Students write out the statements that they agree with from the questionnaire individually before discussing their answers and giving reasons for their opinions. You may want to collate their responses on the board to find out what the majority opinion is.

2 TEXT

Ask students just to look at the texts, not to read them. They should use the headline, byline and layout to identify the newspaper text, and the greetings ("Dear Minister") to identify the letters.

While you read **3** PURPOSE – FIRST READING

In this book, students will be getting practice in identifying their own purposes for reading. Ask students to think about the headline and cartoon as a way of stimulating predictions. Get them to work individually before discussing ideas with the whole class and noting ideas on the board.

4 CHECKING UNDERSTANDING – SECOND READING

When your students have read the article for the first time, get them to compare their predictions from Exercise 3 with the text, in pairs or small groups.

Some of the ten questions are designed to prompt discussion and to discover the students' opinions about what they have read. These questions are to help students with their interpreting skills. After reading a text, the students discuss it and come to a critical reading and interpretation where they do not simply take the new ideas, but evaluate them and the way they are presented. The students can use the ideas as a springboard for things of their own that they want to say or write. Get the students to work in pairs or small groups.

Answers:

1. student's own opinion
2. opinion
3. a clever; kind teacher who teaches in an interesting way
4. the children will have to leave their families and the valley to go to school
5. people in the city schools don't know about valley life
6. the history and natural life of their valley
7. yes, as no one can be perfect
8. opinion
9. opinion
10. opinion; possible answers – because it's unusual for children to write to a minister; because everyone is interested in education; because there is concern about people leaving the countryside

While you read 5 PURPOSE – FIRST READING

Students work individually on this task, then compare and discuss answers in pairs before you check them.

Answers:

1. because they are in a similar position and because they want to know more about Gardane
2. living in a village; going to a small school; possibility that local school will close; attention from television and newspaper; sheep farmers
3. Brandreth: one shop; some parents are farmers, others travel to work in factories or shops; has a quarry; has tourists/campers.
Gardane: two shops; parents are farmers; products – nuts, maize and potatoes
4. changes to the life of the village (*now only has one shop, there is also a quarry, but only two people work there now, people may have to move away, (visitors) sometimes cause trouble with the animals and spoil some of the crops, the government wanted to close our school*)

6 CHECKING UNDERSTANDING – SECOND READING

(a) The objective of timed reading is to make students aware that good reading doesn't mean slow reading. The aim is for the students to read in English almost as fast as they should do in their first language. Students should keep a record of their reading speed. The first text has about 500 words and the second (the letter) has about 320. Encourage them to find a similar text-type in their own language (such as a letter to the Editor of a newspaper) and time their reading of that. Speed varies with purpose but an acceptable average for extensive reading of narrative prose would be 200 to 250 words per minute in the first language; it could be twice that if the student is a fluent reader. Remind students that the aim is for them to read fluently rather than to study the language in the text.

The next mention of reading speed in the Student's Book is in Unit Five, but you can ask students to record their speeds in all units. The number of words in each text will be stated at the end of the notes for each unit.

(b) Students work in pairs. Their questions should relate to the text, but may ask for information or opinions which are not in there. You can listen to some of the questions before the second stage when pairs take turns to interview each other.

After you read 7 LOOKING AT LANGUAGE



(a) This exercise gets students to relate adjectives and verb phrases with synonymous meanings. Students can work individually.

Answers:

(a)

What they do/don't do

What they are like

1. *are properly dressed*

smart

2. *come on time*

punctual

3. *don't lose their temper easily*

patient

4. *don't get sick*

healthy

5. *don't shout*

calm

6. *know lots of things*

clever



(b) This exercise helps students to understand the structure of the Gardane letter. Students work individually and then compare answers.

Answers:

(b)

1. purpose/why 2. our village 3. the ideal teacher 4. topics to study
5. our future 6. request

8 THE TOPIC AND YOU

Organise the students in groups of four to six to do this task. You can appoint a secretary for each group who can record the group's decision and the main reasons for that decision. You may like to get groups to compare their solutions. What is best from the Ministry's point of view? What is best from the children's point of view?

This section of the unit is designed to help the students reflect on the skills they need to read well in English. The introduction to this book gives you a full description of these skills. At the end of Student's Book Three there is a guide to the development of reading skills; in this section in each unit there are questions which relate to the **Purpose** and text-type of the unit, and highlight selected skills. You may wish to vary these to suit the needs of your learners.

Try to encourage students to use English for the discussion. Depending on whether your students have used Books One and Two, you may want to start by holding teacher-to-class discussion but, in later units, use pair and small group discussion. The students may not be able to use these skills in either their first language or in English yet, but this exercise is intended to start the process and set targets for them to achieve as they progress through the course. You will need to get the students interested in the reading process, but don't spend too long on this in any unit. At the end of every fifth unit, we suggest you review their progress by going through the relevant sections of the Skills profile.

It will be useful for students to keep a record of their progress. You can photocopy the Skills profile for them so that they can assess their own progress through the notes they write in the **Comment** column. For example, they can record their reading speed, whether or not they can do what is recommended, how hard or easy they find the skill.

1. If your students are unfamiliar with the importance of reading speed, explain how reading speed should vary with purpose.
2. Often the purpose does not require the understanding of every word in the text and students have to learn to ignore non-essential meaning and to tolerate 30% uncertainty as they do when reading in their own language.
3. If knowing the meaning of an unfamiliar word is essential for students to fulfil their purpose in reading the text, then show them how they can make intelligent guesses at the meaning. They can use their language skills and their knowledge of the world to predict meaning.

Adventureland

Summary of the unit

Topic: theme park. **Text-type:** leaflet. **Language:** exaggerated language. **Task:** planning a theme park. **Skills:** predicting through topic, text-type, illustrations.

Before you read 1 TOPIC

Students can write their answers individually and then compare answers in pairs or small groups, or you could do this exercise orally, with students asking and answering the questions in pairs or small groups. A *theme park* is "an entertainment centre based on a particular theme, the most popular being wildlife parks. Many are also amusement parks. The first theme park was Disneyland, at Anaheim, California, opened in 1955, based on the Walt Disney cartoon characters" (*The Cambridge Encyclopedia*, 1990).

2 TEXT

This is a leaflet or brochure. Work with the whole class to work out the purpose of the headings. Answers could include the following points: the headings are there to give an overview; so that readers can find their way quickly to the part they want; to break up the text so it looks more varied.

While you read 3 PURPOSE – FIRST READING

Students work in small groups to prepare their list before reading the text individually.

4 CHECKING UNDERSTANDING – SECOND READING

(a) The students should check their predictions (Exercise 3) against the leaflet. Remind them that the purpose of prediction is to get them thinking about the area, and that it is not important if their predictions weren't right.

(b) Students can copy the timetable. Then have students either work in pairs or individually, later comparing their plans. Students can check each other's plans. Make sure that each section has been completed, that the timing is possible, and the activity and location are correct.

After you read **5** LOOKING AT LANGUAGE

(a) This exercise is designed to develop students' critical response to their reading. They can work in pairs. Discussion may be lively and you will have to guide their interpretation as necessary.

Answers:

(a)

exaggeration:

everyone loves Adventureland
you can do anything you want or ever dreamed of doing
you live the adventure
every visit will be an unforgettable experience
You will go away enriched and longing to come back
you will be fascinated
you can enjoy yourself as you never have before
You will be delighted with the varied ways of presenting seafood,
fish etc.
For the meal of a lifetime
where every night is New Year's Eve

(b)

not really true:

Visit the Amazon jungle village, the Turkish bazaar, the Thai floating
market, the Ashanti village square, the Berber mountain house
We explore the cities of the next century
Sit in the space station

6 THE TOPIC AND YOU

Help the students identify a theme or themes which they know about. Let them be imaginative about ways to make a visit to their theme park exciting and interesting. It may be advisable to set a time limit for this task.

How you read **7** DEVELOPING SKILLS

These questions focus on the interpreting skills which comprise the reasoning and thinking we do as we interpret the text. Before we read, we can make use of our knowledge of the world to help us prepare for what we are going to read. Knowing something about the topic and recognising the text-type (the sort of information it is likely to carry and the way it may convey its message) will help. The predictions have to be flexible and while we read, we adjust and revise these predictions, and when we do not do so, we misinterpret.

For reading speed: the length of this text is about 963 words.

Unit 3

Fairview Park

Summary of the unit

Topic: bullying at school. **Text-type:** TV script. **Language:** inference, reference, camera directions. **Task:** writing a dialogue, story outline. **Skills:** recording new words and phrases.

Before you read

1 TOPIC

The discussion can be done in pairs or small groups; students can build up a list of points "for" and "against" the saying. You can collate the various points on the board. Possible points: friends, fun, sports, learning interesting things; embarrassment, fear, boredom, bullying, loneliness, routine, homework.

2 TEXT

In Book One students read a radio script and in Book Two they read an extract from a play script. In this unit, they are presented with a TV script from a "soap" series aimed at young teenage children. If there is a similar series on your local TV network, you may want to refer to that.

Answers:

the set of pictures, camera instructions, layout, music

Note: *loo* is a colloquial expression for a lavatory.

The Head can be a Headmistress or Headmaster, i.e. the Principal.

While you read

3 PURPOSE — FIRST READING

Either Students can make notes on their ideas individually before they start to read the script. After the first reading, they should compare their predictions with the script and discuss these with a partner.

Or Students can work in pairs or small groups and discuss their ideas and you can make summaries of the main suggestions on the board. After the first reading, students can see whose ideas were closest to the script.

4 CHECKING UNDERSTANDING – SECOND READING

As the answers depend on an understanding of implications, there may be differences of opinion. Do the first five with the whole class and then let students prepare the remaining answers with a partner.

Answers:

(a)

1. because she obeyed them and brought them presents 2. it didn't matter that Maria was Fay's friend 3. never to talk about the bullying 4. from Fay's note "I'm in a terrible situation" and presumably because Fay had been behaving differently 5. since their former school, since primary school 6. because she was crying and mentioned "big girls" 7. to tell her about Fay because bullying is serious and Fay was upset 8. no 9. because the teacher reported the matter to her and she wanted to find out more 10. Fay, because she had broken her promise not to talk 11. probably in order to punish her 12. she had probably run away



(b) Students do this individually.

Answers:

(b)

E, C, G, D, A, H, B, F, I

After you read 5 LOOKING AT LANGUAGE

(a) Some of the references are very specific and refer back to ideas within the words of the text; others refer to the situation and actions within the play. The latter type may need more discussion. If students are not familiar with this type of exercise, do the first few with the class as a whole before they work in groups or pairs.

Answers:

(a)

Scene 1

Linda: Have you forgotten *her name*?

Fay: N... n... no.

Linda: Well, be a good girl and use *it* then. (1 *it* refers to *her name*)

...

Nancy: Bring *it* here at the end of school today. (2 *her purse*)

Fay: But I can't do *that*. *That's* stealing and she's my best friend.
(3 *bring us her purse*)

...

Linda: If you tell anyone about *this*, we'll know. Remember your promise. (4 *our asking you to steal the purse*)

Answers continued:

Scene 2

Maria: What's *this*? (5 *the note*) What's so secret? Let me look at *that*. (6 *the note*) "Dear Maria" Oh, so *it's* for me? (7 *the note*)

...

Fay: That's different. I promised. (8 *writing to you*) Oh, it's so different from our old school. (9 *the situation in this school*)

Maria: What's worrying you? *It* must be bad if it's making you cry. Tell me what's different. (10 *the situation that's worrying you*)

Fay: It's the big girls. (11 *the situation that's worrying me*)

...

Maria: But I want to help you.

Fay: That'd make things worse. (12 *helping her*)

Scene 4

Teacher 2: OK. I want you to write *this* up for homework, (13 *what they've been doing in class e.g. an experiment*) and give it in on Thursday. (14 *the homework*)

Scene 5

Nancy: You've done *it* now. (15 *what you shouldn't have done*)

Scene 6

Teacher: Good afternoon. Put *that* away. OK, everybody, get out your exercise books. (16 *something that's forbidden in class e.g. comic, toy*)

(b) Use your more technically-minded students to assist in doing this exercise. It is probably better to do the matching in groups.

Answers:

(b)

1. shot 2. close-up 3. pan 4. zoom back 5. fade 6. long shot
7. cut 8. dissolve 9. into shot 10. zoom in

(c) This exercise requires students to use their knowledge of people and behaviour. Nancy and Linda do not use direct threats, but various implied threats can be found in the script.

Possible answers:

(c)

a little talk = the kind of thing a strict parent might say to a child, implying that the child has done something wrong

be a good girl = implying Fay has been naughty

That's better = showing their authority to judge her

And has anyone ever put your shoes down the loo? = implying that they protect her while knowing that they are the ones who do such things

that's because you're a good girl = judgement

What a good idea, Linda! = as if they hadn't discussed it beforehand

little Fay = showing their authority

we'll be very angry = threat showing their authority

See you later = normally just a social expression; here it's a threat

6 THE TOPIC AND YOU

(a) Students can either role-play this in pairs or write in pairs. For the role-play, you may want to put the "Marias" in groups and the "teachers" in groups first so they can share their ideas of their characters.

(b) Once students have discussed their outlines, in pairs or small groups they could try to write part of the script for the next episode, including the camera directions if they want to. They can act out their episodes in front of the rest of the class.

How you read 7 DEVELOPING SKILLS

1. This is to remind students that they should be recording new words and phrases systematically. What system they choose will depend on what they are recording but also on themselves and how they can best learn. You could get students to talk about the advantages and disadvantages of each of the systems mentioned.
2. This unit shows the use of English in informal conversation and students may want to note down some of the expressions.
3. You can discuss with students the fact that, whilst in writing, our references back are usually precise, sometimes in speech they are imprecise and refer to a general idea or situation.

For reading speed: the length of this text is about 821 words.

Unit 4

A modern problem

Summary of the unit

Topic: refugees. **Text-type:** history textbook. **Language:** words with related meanings. **Task:** note-taking, making a poster.
Skills: intensive reading, exchanging opinions.

Before you read

1 TOPIC

Students should be able to deduce the meaning of *refugee* from the first sentence of the advertisement and from the questions beside the advertisement. Students can discuss these questions in pairs or small groups. You may want to direct their attention to any groups of refugees that are in the news.

2 TEXT

Students should use the section headings, *Review Task*, *Chapter Review* and map to help them decide that the source is a school textbook. The section headings show the organisation of the topic.

Answers:

1. What does the future hold for the refugees? 2. Why is the refugee problem a modern one? 3. Where are all the refugees? 4. Refugees and the United Nations 5. Reasons for refugees

Note: This unit is different from the others in that there are some exercises which are an integral part of the text.

While you read

3 PURPOSE – FIRST READING

Check students understand the questions and let them try to answer the questions individually before they read, using their general knowledge. They should write down their answers and, if there is time, discuss their answers in pairs. Then remind them of what is meant by scanning e.g. that they can ignore the *Review Task* and *Chapter Review*. You may want to set a time limit. After this reading, students compare their first answers with what they found in the text.

Answers:

1. someone who has left his or her country out of fear
2. 15 million
3. Pakistan, Iran, USA
4. UNHCR, Red Cross, Red Crescent

REVIEW TASK

Students will need to do a second, more intensive reading to apply their knowledge in this task. Students can do the task individually and then compare answers. You may want to bring in newspaper photos to help with the last question.

Answers:

- a. new countries from old ones; religious minorities
- b. war
- c. political revolution; civil war
- d. Be prepared to prompt with questions.

CHAPTER REVIEW

You could do this orally with the class as Exercise 4 (a) will require them to make written notes.

Answers:

1. The introduction of state borders only started in the nineteenth century; borders mean that a country can refuse entry to refugees.
2. War; being ordered out of their country because they belong to a minority; being on the losing side after a revolution or civil war.
3. International organisations set up camps. Refugees are housed, fed, given education and job training.
4. They cost a lot; take up space; ethnic, religious, economic differences can lead to problems.

4 CHECKING UNDERSTANDING – SECOND READING

This exercise is about recognising main points in the text to facilitate making notes. The technique used here for note-making is only one of several possible ways. Note-making is practised again in Unit Eight where another technique is introduced.

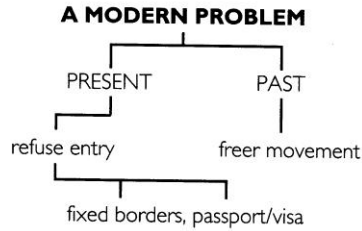


Get students to work on the first diagram in pairs and then do a second one on their own.

Answers:

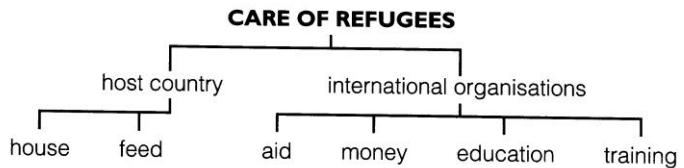
(a)

1.

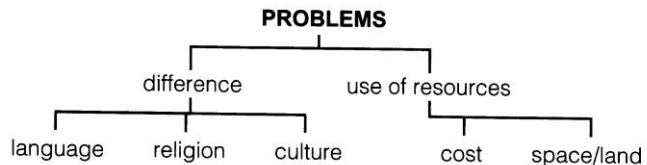


2. see the diagram **MAIN IDEA** (REFUGEES)

3.



4.



(b) After students have devised their questions, you may want them to ask and answer in open pairs i.e. the questioner nominates another member of the class to answer. This will give you the opportunity to check on the accuracy of the questions. As soon as you are satisfied with this, ask students to work in pairs or small groups.

After you read 5 LOOKING AT LANGUAGE



Students could do this for homework or they could find as many answers as possible within a time limit in class. This exercise asks students to find words that are used in the same lexical set in this text. Its purpose is to encourage students to feel confident about deducing approximate meaning. To do the exercise, students need to recognise how ideas are recycled and how related ideas are introduced, as well as using their knowledge of the world and of English grammar.

Answers:

war battlezones/advancing army/unrest/losing side

country borders/frontier guards/passport/visa/state borders/
immigration

forced insisting/ordered

asylum protection/home

cost burden/expense/afford/resources

6 THE TOPIC AND YOU

You may want to choose the most appropriate variation on this exercise for your class. Students should work in groups and may want to do outside research to obtain accurate information. They could approach the organisations mentioned in the text. Display the posters so other students can read them.

How you read 7 DEVELOPING SKILLS

1. Remind students that if we want to see what sort of information a text contains, or what the main points are, we skim, reading parts of the text quickly. We can also use headings, or sometimes the first sentence of a paragraph to find out the key ideas. When we read the text a second or third time, taking notes can help us focus on what we do and do not understand.

2 and 3. Encourage students to discuss what they have read so that they do not simply take the new ideas but evaluate them and the way they are presented. This will help them develop critical reading and interpreting skills. Discussion also helps the students make the language of the text their own.

For reading speed: the length of this text is about 1147 words.

Unit 5

Getting experience

Summary of the unit

Topic: growing up. **Text-type:** short story.

Language: 3rd conditional, speech function words.

Task: writing letters. **Skills:** reading speed, purpose and reading.

Before you read

1 TOPIC

This discussion will probably work better in small groups, where students will feel freer to talk. Encourage students to use English and get feedback from them by asking for one point from each group.

2 TEXT

Get students to think about answers to the third question before asking the class for their ideas on all three questions.

Note: This story is set in Ireland, and there are some dialect terms in this text. See if the students can deduce an approximate meaning for these words after reading the text.

crack – fun, amusement; *eejit* – idiot; *Mammy* – mum; *ye* – you (plural).

The term *sourpuss* is colloquial, and is used of someone who has no sense of humour.

While you read

3 PURPOSE – FIRST READING

Students can discuss this in pairs but they do not have to agree. They should each write down their own three ideas. After their first reading, they can discuss the differences between their predictions and the story in pairs or small groups.

4 CHECKING UNDERSTANDING – SECOND READING

As this is a narrative, students should be able to read this text faster. There are about 1307 words in the story. A time of between five and seven minutes would be a good reading speed.

Note that there are several possible answers to these questions, since they are asking for interpretation and reaction. At the end of the discussion, sample by getting one answer to each question.

5 LOOKING AT LANGUAGE



(a) Depending on your students' ability, you may start by doing questions 1 to 3 with the whole class, and then have them work in pairs. You may ask the students to write the exercise up for homework.

Answers:

(a)

1. No, but if she had, she would've been furious with them. 2. No, but if he had, he would've fired her there and then. 3. No, but if she had, they would've stopped her. 4. No, but if he had, he would've shown it to Carmel. 5. No, but if he had, he would've been very angry. 6. No, but if she had, she would've lost her job. 7. No, but if he had, Nora would've gone to see him. 8. No, but if she had, she would've punished them. 9. No, but if she had, she would've said good-bye.

(b) Students can do this individually, and you may want to impose a time limit.

Answers:

(b)

Function warn agree ask interrupt

How yell mutter laugh shout

The words *grumble* and *rage* fit both categories.

6 THE TOPIC AND YOU



Students should write the letters individually (they can write one of them for homework if you want). Check that the replies are appropriate. You may display pairs of letters which you consider interesting or amusing.

7 DEVELOPING SKILLS

Use these questions as an opportunity to discuss reading speed and the fact that speed varies with purpose. Explain to your students that they are learning to read fluently in these lessons rather than studying the language and that they should learn to ignore non-essential meaning and information and to tolerate 30% or more uncertainty or vagueness (as they do in reading in their first language).

The students' answers to questions 2 and 3 will depend very much on their own interests – whether they are more interested in the plot, the characters or the different way of life.

SKILLS REVIEW:

We suggest you review students' progress so far by looking at the relevant points of the Skills profile – 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20. See **How you read** in Unit One.

Hunting for a job

Summary of the unit

Topic: choosing jobs. **Text-type:** handbook. **Language:** subject disciplines, personal adjectives. **Task:** writing a job description.
Skills: variety of reading styles.

Before you read 1 TOPIC

Students can work in small groups to answer the questions. Then you can ask individual students about the jobs they want and also ask them how they can get more information about these jobs.

2 TEXT

Ask students to look at the headings and illustrations in order to answer the questions.

Answers:

The chapter and section headings are intended to guide readers quickly to the information they want, so that they can skip areas irrelevant to their needs. The pictures are there to stimulate interest, for amusement and so that there are breaks in the text to make the pages more interesting.

Note: In this unit there are two separate extracts, each with their own exercises.

While you read 3 PURPOSE – FIRST READING

Introduce the exercise and then get the students to prepare questions in pairs or small groups. Check that each student has written down at least three questions. Conclude by eliciting a selection of their questions.

4 CHECKING UNDERSTANDING – SECOND READING

Students should do this exercise individually and then compare their answers.

Answers:

1. Yes. 2. No. You can still be happy and successful at work. 3. Yes but you may need to study to get the job you really want. 4. Yes. 5. No. You cannot expect just any job to be right. 6. No. Employers do care about your reports. 7. Yes, even you. 8. No. You'll also want satisfaction. 9. Yes. 10. Yes.

While you read 5 PURPOSE – FIRST READING

Make sure students understand that they should read the introduction first, but that they can then read the descriptions in any order. After they have discussed their choice in pairs, ask some of them which job they chose, and why.

6 CHECKING UNDERSTANDING – SECOND READING

Organise students in groups of three or four. After the discussion, sample the advice by getting one answer from each group.

We suggest the following answers but the students may be able to justify other ones. They may find it difficult to decide about Declan. Ask them to suggest more suitable jobs for him.

Possible answers:

Dianne: computer operator
Fiona: travel agent
Kieron: motor mechanic
Tracy: television camera operator
Marcellina: hotel worker
Declan: motor mechanic

After you read 7 LOOKING AT LANGUAGE

Students can work individually on these exercises.

Answers:

(a)

maths/English/science/physics/geography/foreign languages/computer studies/commerce/management

(b)

accurate/friendly/quick/thorough/responsible/careful/energetic/honest/patient/organised/polite

8 THE TOPIC AND YOU

Depending on the level of your students, you may want them to do this individually or in pairs. Make sure that they describe a variety of jobs and do not repeat ones from the text! Display the descriptions so that the class can read them, and make new choices.

How you read 9 DEVELOPING SKILLS

A reader approaches this sort of text with several purposes and so different parts of the text will be read in different ways. This exercise will allow you to review these basic skills with your students and to see *which ones* they used *when* with the two texts in this unit.

1. Scanning: when we're looking only for a specific piece of information. Check with students how they scan i.e. looking for a number, or a capital letter etc.
2. Skimming: when we read parts of the text quickly to see what sort of information the text contains.
3. Reading for gist: when we want the main information or argument or when we're reading for pleasure. We expect to understand and retain about 70% of what we read.
4. Intensive reading: when we want to retain more than 70% or when we're paying a lot of attention to language or new ideas.

For reading speed: the length of the first text is about 283 words, and that of the second is about 733.

Unit 7

Antarctica

Summary of the unit

Topic: Antarctica. **Text-type:** textbook. **Language:** word sets, cause and effect link. **Task:** writing an article, making a poster.

Skills: text cohesion.

Before you read **1** TOPIC

You could bring in a map of the world so that students are clear about where Antarctica is. Students work individually and then compare their general knowledge about Antarctica in pairs. Check that they have written five questions each.

2 TEXT

Give students a short time limit for this exercise, and then get answers from the whole class.

Answers:

1. Footprints on the ice 2. Preserving a wilderness 3. The riches of the cold continent 4. Nobody lives in Antarctica but ...

While you read **3** PURPOSE – FIRST READING

Remind students that the first reading is just to see if their questions have been answered and that they will not understand every word. Review some of their responses to Exercise 1, and then, after the students have read the text, get them to tell you which points were confirmed by their reading and what answers they got to their questions.

4 CHECKING UNDERSTANDING – SECOND READING

Students work individually and then compare their answers in pairs. You may choose to do this step by step or have them complete the whole exercise first.

Answers:

(a)

1. size 2. temperature 3. appearance 4. natural resources
5. animal life

(b)

James Cook – 1773, Charles Wilkes – 1838

(c) This question is designed to develop the students' interpreting skills. Students may need to look at a map.

Answers:

(c)

Geographically near: Argentina, Australia, Chile, New Zealand

Geographically remote: France, Great Britain, Norway

(d) This asks for students' opinions.

Possible answers:

(d)

to prevent disagreements/war, to protect Antarctica

(e)

oil spillages, rubbish, airstrips harming penguin breeding

After you read 5 LOOKING AT LANGUAGE



(a) This exercise is designed to help students realise that they can deduce the general meaning of an unfamiliar word: see the comments on Exercise 5 in Unit Four. Students work individually.

Answers:

(a)

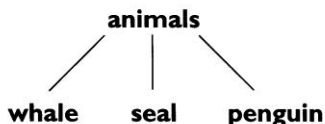
geography area/temperature/continent/land/pack ice/cliffs/mountain ranges/desert

resources mineral deposits/coal/minerals/copper/iron/uranium/gold/platinum/oil/animals/krill

treaties disputes/international agreement/signatories/clauses/accords/discussions/convention/members/withdraw/claim

wildlife animals/whales/seals/penguins

When you check these answers with the class, you may extend the exercise by getting the students to look for subordinate groupings such as



(b) Students work in pairs.

Answers:		
(b)		
Cause	Effect	Link
cold	a thick sheet of ice always lies over the land	so ... that
temperature	animals and birds are aquatic	because
interest in Antarctica grew	increasing number of expeditions	so that
a lot of interest in the area and concern over its future	discussions about international agreements	consequently
governments build airstrips too close to penguin nests	disturb penguin habitat	thus

6 THE TOPIC AND YOU

You may want to start this task with the whole class and get some initial responses to the questions before the students work in small groups to produce their article or poster. An alternative would be to organise this as a debate, with one side proposing that the area should be a wilderness park, and the other side opposing this idea, putting the case for exploitation of the resources.

How you read 7 DEVELOPING SKILLS

These questions refer to some of the language skills involved in fluent reading.

1. You could ask students to go back over the text and check that they understand what the uses of *it*, *its*, *they*, *him* refer to in each instance. You could also check that they understand the uses of *there*, *this*, *at the time*, *at this time*.

2. Similarly you can check whether students understand the meaning of the connective words used in the text e.g. *so that* shows “result”. In addition to those reviewed in Exercise 5 (b), other connectives used are *since, however, but, despite*.

3. Exercise 2 shows the broad structure of the content in the text. Get students to discuss how one topic leads to another; how does this help them to understand the ideas? You can discuss with students what other ways of organising the information are possible. Would these be as easy to understand? It is important to see the organisation in order to both understand and to evaluate the ideas the author puts forward.

For reading speed: the length of the text is about 940 words.

E is for Ecology, Environment and Extinction

Summary of the unit

Topic: ecology. **Text-type:** encyclopedia entries. **Language:** word formation. **Task:** designing slogans. **Skills:** purpose and prediction.

Before you read 1 TOPIC

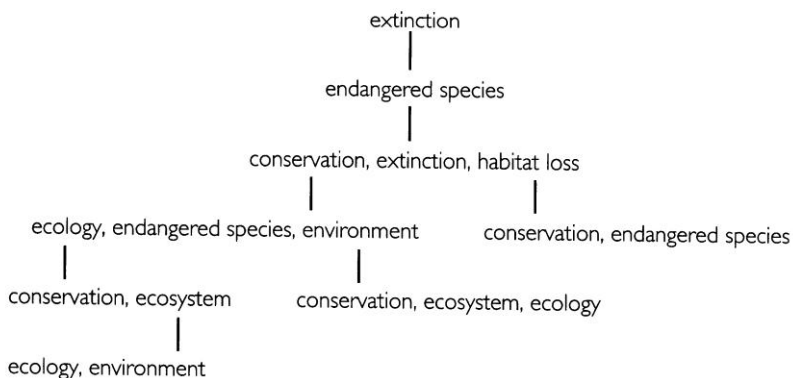
You may like to bring in some local examples of stickers, badges/buttons etc. with such slogans; they do not have to be in English. Use these for whole class discussion, then students can do this exercise in small groups. You may link some of the points which come up with your discussion in Unit Seven.

2 TEXT

Do this quickly with the whole class. They should be able to tell you why this is from an encyclopedia rather than a dictionary.

While you read 3 PURPOSE – FIRST READING

Check the students understand the instruction. (You may need to explain *cross-references*, indicated by the symbol » – e.g. » *ecology*. Cross-references are listed in alphabetical order, and indicate related topics.) Students will choose their own route through the entries depending on which cross-references they pick.



Make sure that they read all the seven entries!

All of the slogans refer to *conservation*, which is the generic term, and as the terms are related, you are sure to get a lot of discussion.

Possible answers:

I ♥ unleaded petrol. *endangered species (pollution)*

Protect the Amazon rainforest. *ecosystem; habitat loss; environment*

Save water. Bathe with a friend. *ecology (finite resources)*

Save the Whale! *endangered species*

Is yours ozone-friendly? *environment (damage to the ozone layer)*

Make a friend for life! Plant a tree. *conservation (maintain big enough numbers of ... species)*

Stop the highway through the National Park. *environment; habitat loss*

Take it home with you. *environment*

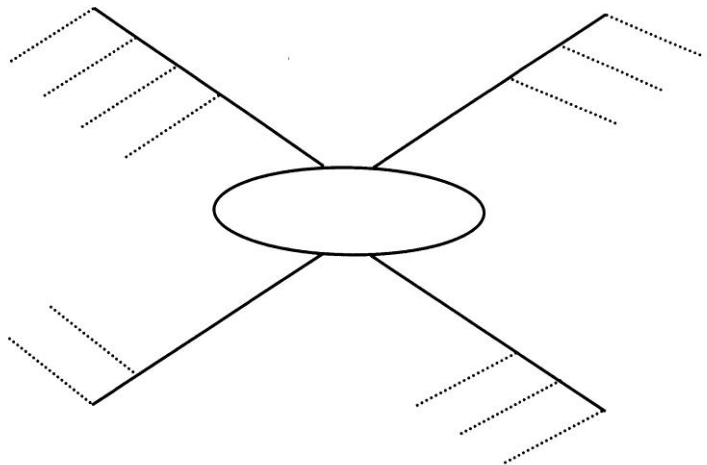
Shoot it – with a camera. *endangered species*

Leave them for your grandchildren. *endangered species*

4 CHECKING UNDERSTANDING – SECOND READING

(a) Divide the class to make different diagrams in pairs. Fast workers can do a second diagram! Check answers with the whole class. Different people have different ways of making notes and ways also depend on the type of text. Exercise 4 (a) in Unit Four practised one way, and there is a different type in 4 (b) in this unit. Other ways of doing note diagrams include:

Branching diagrams



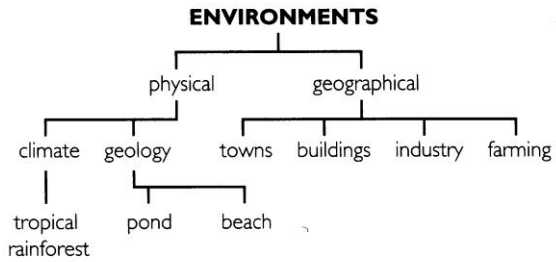
or notes of ideas in order of importance

.....
.....
.....
.....

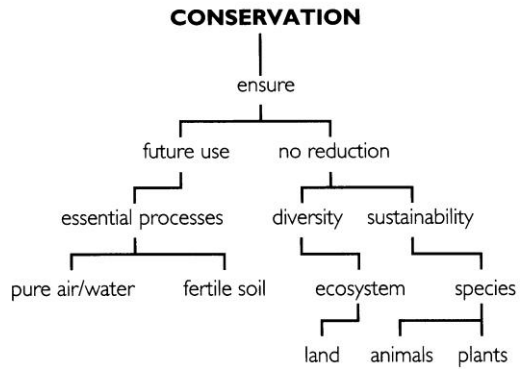
Answers:

(a)

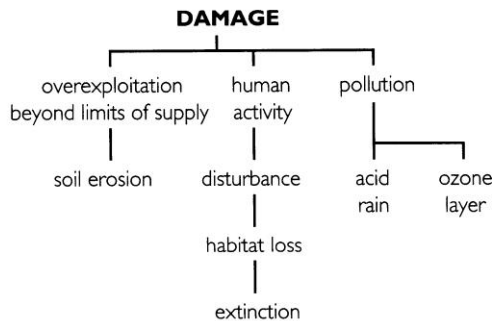
1.



2.



3.



(b) Students work in pairs to complete this diagram. The arrow means "leads to, causes".

Answers:

(b)

How species become endangered:

Human activity + *overexploitation* + pollution



habitat loss + *disturbance*



animals *unable to survive*

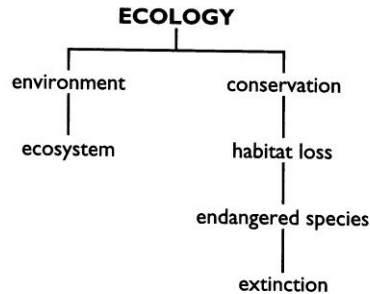


danger of *extinction*

(c) Students work in pairs to create this diagram.

Answers:

(c)



After you read 5 LOOKING AT LANGUAGE

The first three exercises explore the ways in which different word classes are formed from common roots. When the students have completed the exercises, point out how knowing about word formation can help them deduce the meaning of unfamiliar words.



Students can work individually; do the exercises one by one.

Answers:

(a)

biological/chemical/ecological/geographical/historical/scientific

(b)

The nouns here are not to do with people or things, but with ideas and processes.

classification/destruction/exploitation/pollution/conservation/
disturbance/extinction/preservation/definition/erosion/modification/
protection

(c)

ensure endangered en- makes a verb; changes word class

indefinitely independent impossible = not

international = among

overexploitation = too much

disappearance = reverse/negative/opposite

(d) In this exercise students have to use their knowledge of grammar to decide which class the word is in any particular context.

Note: change of stress: 'resource (v), re'source (n); change of final sound: misuse (v) [z], misuse (n) [s].

Answers:

(d)

Entry

Word

ecology

question (v) limits (n) supply (n)
resources (n) link (n)

ecosystem

plant (n) study (n)

endangered species

causes (v)

environment

misuse (n) supports (v) damage (n)

habitat loss

breed (v)

6 THE TOPIC AND YOU

Students can work in pairs to do this task. If there is no local issue which is relevant, then you may ask them to choose a national or international issue e.g. dumping nuclear waste at sea, or pollution coming from neighbouring countries.

How you read **7** DEVELOPING SKILLS

As the text is from an encyclopedia, it is not easy or fast reading. These questions focus on ways of reading a difficult text.

1. Remind students that the purpose of their first reading did not require understanding of every word, and their reading for this purpose is closer to skimming.
2. By reading on a little, readers can often understand or learn something which makes what they read earlier easier to understand.
3. This is to encourage your students to use their general knowledge and all that is on the page to help them understand.

For reading speed: the length of the text is about 743 words.

The power of poetry

Summary of the unit

Topic: animals, childhood experiences. **Text-type:** poems.

Language: word collocations and sounds. **Task:** creative writing.

Skills: recording vocabulary.

Before you read

Do not spend too long on any of these exercises. The objective is to help students understand enough of the poems to enjoy them. They are asked to change or add to the poems to show them that poems are not sacred, and that poetry demonstrates our skill with language.

1 TOPIC

Do this as a class discussion. You may want to direct the questions to what the students and their families believe and do.

2 TEXT

Do this with the whole class.

Possible answers:

shape and layout; use of capital letters; word order; rhythm; rhyme; imagery; feelings.

While you read

3 PURPOSE – FIRST READING

Students work individually. They may not like mice but they should still try to think of something nice to say about them.

4 CHECKING UNDERSTANDING – SECOND READING

Students compare their ideas in pairs. Check their ideas before they continue and start writing. You may allow them to work individually or in pairs. Set a time limit and ask for volunteers to read their work. Do not expect them to be original: they may simply change one or two words in the poem.

While you read 5 PURPOSE – FIRST READING

Students can prepare their list in pairs. They read the poem individually. If they ask about unfamiliar words they want to understand, help them deduce the meanings first.

Note: parents say that the *sandman* sprinkles sand on children's eyes to make them go to sleep, so dogs stop you going to sleep; *hideaways* – places to hide things; *wrath* – anger.

6 CHECKING UNDERSTANDING – SECOND READING

(a) Students work in pairs, and then compare their ideas in a small group.

(b) Students work in small groups. It is not easy explaining humour but get your students to do as much as possible in English.

After you read 7 LOOKING AT LANGUAGE

Students work in pairs to make changes to the poems. Again they may compare their versions in a small group.



Students make lists individually and compare them in pairs.

Answers:

Only mice no chins/pink ears/no one likes them much

Only dogs bark/implore to be let out/bury bones/trot sideways/rescue people who are drowning/dragged around on leashes/loyal

Before you read 8 TOPIC

Students are usually very interested in talking about their feelings but as you realise, some students will find these topics sensitive and may be reluctant to speak. Respect these feelings. Try to keep the discussion general i.e. about young people, rather than personal i.e. about your students in particular. To maintain this, you may prefer to work with the whole class.

While you read 9 PURPOSE – FIRST READING

Check that students understand nicknames. The poem looks very simple but requires students to infer Wendy Cope's feelings. Students read the poem individually and answer the questions before comparing their answers in pairs or small groups. In the following discussion you could check their interpretation by asking questions such as *Does Wendy Cope think that "Your schooldays are the happiest time of your life"? Why did Tich die?*

Again, try to get students to deduce meaning if they feel that they need to understand an unfamiliar word.

Note: *elastoplast* – a bandaid or pink dressing that you stick on small cuts; *dud* – someone or something which is no good, doesn't work; *lolloped* – to run clumsily, with uneven movements.

Answers:

1. Wendy was fat; Tich wore glasses and had feet of different sizes; because they were the least athletic members of the class. 2. no 3. no 4. spelling 5. She could sneer/laugh/get her own back at those pupils who were good at hockey/sport and who weren't good at spelling and by implication, other school subjects. 6. Nothing is said. The fact that she noticed what was happening to Tich and wrote the poem years later suggests that she felt sorry for Tich and guilty that she had not supported her.

After you read

10 LOOKING AT LANGUAGE



(a) Students can do this individually or in pairs.

Answers:

(a)

left standing/dud/unselected/get my own back/sneer at

(b) The aim of this exercise is to help students appreciate why a poet chooses one word rather than another and to suggest to them that they can get fun out of playing with words. Students can work on this in groups. Set a limit to the number of words. Listen to some of the suggestions with the whole class.

While you read

11 PURPOSE – FIRST READING

These questions are intended to check that students understand the basic story of the poem. Students can work individually and go on to interpret the poem in Exercise 12.

Note: one foot (last line) = 30 cm.

Answers:

1. younger brother (*I was the eldest*) 2. road accident (*the bumper knocked him clear*) (bumper UK, fender US, on car) 3. four years old (*four foot box a foot for every year*) 4. at boarding school (*away at school; I saw him for the first time in six weeks*)

Note: *stanch* is also spelt *staunched*.

12 CHECKING UNDERSTANDING – SECOND READING

Students do this in groups so that they can discuss their interpretations.

Answers:

people present:

I met my father crying

And Big Jim Evans saying it was a hard blow – an awkward attempt to show sympathy

they were "sorry for my trouble" – common phrase of condolence used in Ireland

Whispers

coughed out angry tearless sighs – too angry and too upset to cry (in contrast with father)

the writer:

all morning ... Counting bells – time passing slowly

knelling – slow ringing of a church bell at a funeral

taken funerals in his stride – surprise at the depth of his father's emotion

The baby cooed ... – the baby's welcome; relief that someone is cheerful

as my mother held my hand in hers – comforting mother while he is bewildered and embarrassed by the behaviour of the adults

soothed the bedside – made the death easier to accept

Verses 6 and 7 – the calm, the lack of scars make the death difficult to believe

last line – realisation of how short his brother's life had been because the coffin is so small; a sense of his own mortality

After you read 13 THE TOPIC AND YOU

Organise the students to work individually or in pairs, depending on their confidence and interest. (a) is a prose narrative. For (b) and (c) tell them that rhyme is not necessary. Display some of the better works where others can read them.

How you read 14 DEVELOPING SKILLS

1. This is to make students aware that they can choose which new words they want to learn as not all the unfamiliar words they meet are equally useful or interesting to them.

2. This can be used as a check on their vocabulary books.

3. In general, poems can give rise to more different interpretations than prose and so are useful to stimulate discussions.

For reading speed: the length of the poems is 57, 160, 125 and 190 words.

Read all about it!

Summary of the unit

Topics: related to previous units. **Text-type:** newspaper.

Language: vocabulary revision. **Task:** writing newspaper copy.

While you read 1 PURPOSE — FIRST READING

You may like to write up the headlines on the board. Students work in groups to predict likely stories. They then read the articles in any order and afterwards compare their predictions with the actual stories. Students should also read the advertisements and YOUNG MIDDLETON TV News to see what is familiar.

Most of the articles and advertisements refer to issues first raised in Book Three. A few of the news stories relate to Books One and Two, but it is not necessary to have used Books One and Two to do this unit.

Answers:

ANGER OVER THEME PARK

Book Three Unit Two *Adventureland*

Students can discuss whether they would join the protest group or not.

DOCTORS TAKE JUNGLE HERBS

You could remind the students about *Discoveries in medicine* Book Two Unit Five.

Students can discuss the various forms of alternative medicine e.g. homeopathy or acupuncture, and their advantages and disadvantages.

SCHOOL EXPERIMENT IN ORBIT

Book One Unit Seven *Space travel*

Students can discuss which experiment they would like to see carried out in space.

MINING BAN IN ANTARCTICA

Book Three Unit Seven *Antarctica*

Students can discuss how this relates to their discussion in Exercise 7, Unit Seven.

SUPERMARKET WATER CAN SHOCK

Book Three Unit Five *Getting experience*

Ask students to explain the pun in the headline i.e. *can* as a modal verb or a noun.

Answers continued:

GIVE TO EARTH CONSERVATION TODAY AND HELP TO SAVE THE WORLD

Book Three Unit Eight *E is for Ecology* ...

JOBFINDER

Book Three Unit Six *Hunting for a job*

FUN TALK

Book Three Unit Five *Getting experience*

A POPULAR HERO

Book Two Unit Nine *A Popular Hero*

YOUNG MIDDLETON TV NEWS

Book Three Unit Three *Fairview Park*

2 NEWS QUIZ

Make students shut their books and you ask the questions. You may want to set up teams.

Answers:

1. He was organising a group to see the Mayor to protest at the building of a theme park on a former factory site. 2. The can of vegetables she bought contained only water. 3. Margaret Utting; the Sydney Herald. 4. National Broadcasting Company. 5. Work as a travel agent in SUNTRAVEL; work as a service mechanic in Whitehart Garage; work as a reception clerk in a central Middleton hotel. 6. Actors. 7. Because the mining ban in Antarctica is not permanent; it is only for 50 years. 8. It is going to measure the sun's radiation. 9. Sharon isn't a bully. 10. Because they are at risk. 11. Skating, listening to music, playing the guitar and possibly, going to discos, having dancing lessons. 12. Dr Nogueira; because scientific medicines can be dangerous and will lose their potency if over-used.

3 THE NEWSPAPER AND YOU

Discuss with the whole class what other sections they want to produce. Divide the class into small groups and assign tasks. Display your newspaper so that others can read it.

How you read 4 DEVELOPING SKILLS

At the end of this unit, review students' development by looking at the Skills profile at the back of the Student's Book. This review

is to help students reflect on their progress. You may want to take this opportunity to review the overall profile and reflect on what the students have learned in terms of reading skills while using this course. Are they able to transfer these skills to reading in other languages?

For reading speed: the length of the text is about 1393 words.

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Dermot Murphy & Janelle Cooper

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